DOCUMENT RESUME

ED 334 500 CG 023 515

TITLE School Social Work: A Resource and Planning Guide. Bulletin No. 91464.
INSTITUTION Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE May 91
NOTE 89p.
PUB TYPE Guides - General (050)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Counseling Services; Counselor Role; Elementary Secondary Education; School Community Relationship; School Counseling; *School Social Workers; *Social Work; Standards; Trend Analysis
IDENTIFIERS Wisconsin

ABSTRACT

This resource and planning guide on school social work is designed to provide school districts in Wisconsin, community agencies, and school social work practitioners alike, with a system for enhancing the interrelationships of the child, the family, the school, and the community. Topics discussed are: (1) the practice of social work in the schools; (2) developing and implementing school social work services, including staffing levels, service priorities, and mandates, practice standards, and funding; (3) evaluating school social work services, including the purpose of program evaluation and evaluation perspectives; (4) future trends: implications for school social work practice, including trends from various systems and effective schools; (5) services with students; (6) services with families; (7) services with schools; (8) services with the community; (9) services with special populations, such as minorities; (10) history and professional training; and (11) and professional issues of values and ethics, legal responsibilities, report writing and recordkeeping, and parental notification and permission. Appendices include the Wisconsin Administrative Code, a list of professional resources, descriptions of assessment tools, a reprint of the National Association for Social Work Standards for Social Work Services in Schools, and a bibliography. (ABL)

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A Resource and Planning Guide

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School Social Work:
A Resource and Planning Guide

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This publication is available from:

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Madison, Wisconsin 53707-7841
(800) 243-8782

May 1991

Bulletin No. 91464

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Foreword

This resource and planning guide is designed to provide school districts, community agencies, and school social work practitioners alike, with a system for enhancing the interrelationships of the child, the family, the school, and the community. Moreover, it is to serve as a clarifying agent and interpretive mechanism for those who wish to develop clear and concise programs for the effective delivery of social work services in Wisconsin's schools.

Educators are faced with the monumental difficulty of delivering an effective education to the ever-increasing number of children and youth experiencing serious social problems. *All* children—the strong, the gifted, the intelligent, as well as those vulnerable because of poverty, racism, handicapping conditions, or social problems—should enjoy an education that brings out the best they have to offer.

In the past, our society believed that the various private troubles of children were not the business of the schools. However, these children now constitute a large proportion of the American population, and educators have come to realize that these students' troubles must be addressed with equal focus on prevention and intervention. This is an important public issue which schools must confront if they are to succeed in educating children who can take a place in society.

Issues, problems, and community conditions that interfere with learning, such as truants and dropouts, unrecognized talented and gifted, child abuse, increases in poverty households, and others often may impede and thwart the efforts of teachers. School social workers can play a central partnership role in helping schools move toward breaking down the barriers that threaten students' ability to learn. If ever there was a time in which school social work services were needed in the educational setting for change—that time is now.

The ecological perspective of social work directs the school social worker to consider a balance of prevention strategies and interventions designed to contribute to the overall healthiness of the school environment. An effective educational learning environment must consist of both cognitive and affective components, and equal attention must be given to both—and in tandem.

Herbert J. Grover
State Superintendent

Acknowledgments

This publication originated through the cooperation, consultation, and sheer effort of a group of school district personnel composed of teachers, principals, superintendents, pupil services directors, at-risk coordinators, school of social work university staff members, Department of Public Instruction staff members, and school social work practitioners. It is with sincere appreciation that we acknowledge the considerable contributions of this committee of writers and consultants.

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Department of Public Instruction staff to be thanked are Margaret T. Dwyer, Ruth Burull, text editors; Victoria Rettenmund, graphic artist; Neldine Nichols, photographer; Kathy Addie, management information technician; Lisa Isgitt and Lisa Hildebrand, proofreaders.

Introduction

School social work services should be available to *all* districts. *School Social Work: A Resource and Planning Guide* is a partnership effort among teachers, principals, superintendents, and social workers to develop a comprehensive approach to the delivery of social work services in schools, and to provide an indepth view of the nature and content of these services.

Given an informed atmosphere, school social work services are capable of achieving critically important goals. School social work services give school districts knowledge about the practice of school social work, and help in their own development, implementation, and evaluation. Also, school social work services apprise school districts of the role of school social workers with respect to critical issues and future trends. Ultimately, these services provide new and continuing social workers with the best practice options.

Chapters 5 through 9 deal with the hands-on services and the essence of school social work as it is provided to students, families, school, community, and special populations. Woven throughout the fabric of this guide are the philosophies, ethics, and values of the service of school social work as it is presently provided to more than 80 percent of Wisconsin's schoolchildren.

The Practice of Social Work in Schools

1

Purpose

Increasingly, Americans are demanding that their schools do a better job in educating all students. This national call to re-examine education has resulted from society's need for better educated adults and from the changing demographics of the nation to an older and more diverse population. These changes, coupled with the problems experienced by large segments of youth today such as alcohol and other drug abuse, poverty, and unwanted pregnancy, have propelled school districts toward hiring professionals such as school social workers.

School districts are finding that they need the expertise not only of teachers but also of psychologists, nurses, guidance counselors, and social workers to educate this increasingly diverse and needy student population. There is a national trend toward forming pupil services teams and school/community teams to develop collaboratively more effective school programs for all students, especially troubled youth.

School social workers bring unique professional knowledge and skills to the school system and to the pupil services team. School social workers are not therapists or child welfare workers located in the schools. They are hired by school districts to enhance the district's ability to meet its scholastic mission, especially where a priority on home/school/community collaboration is key to achieving that mission.

Functions of School Social Workers

Many students "carry their lonely burdens and find themselves distracted from the traditional business of schools. How important is algebra if you've just overheard your parents' final quarrel before one of them left for good? Or if you're pregnant? Or if your best friend ran away or joined a cult or killed himself? Or if he or she is a drug addict, or if you're secretly afraid you are? All the homework and discipline in the world won't improve your school performance because the problems are not academic problems." (Gisha Berkowitz, *New York Times*, in *The Human Factor*, 1984)

By focusing on "the whole welfare of the child," school social workers can play a central role in enabling schools to work toward breaking down the barriers that threaten students' ability to learn. The ecological perspective of social work that studies the relationship between people and their environments, directs the social worker to consider a balance of prevention strategies and interventions designed to contribute to the overall healthiness of the school environment. Prevention, focusing on the total wellness of the student body, and intervention, targeting those students at risk, are combined to promote a school climate that encourages all students to learn and to develop social competence.

Description

Social workers seek to enhance the coping capabilities of people and to change environmental conditions that impact upon people. They focus on the interaction of people and their environments. The profession is unique because of this dual and simultaneous function: "to strengthen people's coping patterns and growth potential on the one hand, and to improve the quality of the impinging environment on the other. This interface position does not negate the importance of the personality and its motivational, emotional, cognitive, and sensory-perceptual elements. But neither does it overlook the complexity of the environment and its interacting physical, social, and cultural elements. Rather, it takes both into account simultaneously and seeks to improve the transactions between them." (Germain, 1982:5) School social workers, then, focus on the student, each of his or her family, school, and community environments and the transactions between any of these environments.

School social workers serve as catalysts to bring people together and to create an environment that is conducive to problem solving. They facilitate the problem-solving process between and among students and the people most important in their environments. School social workers strengthen the bonds between students and teachers, students and parents, and teachers and parents. They

- provide information,
- facilitate communication,
- break down barriers, and
- initiate collaborative efforts.

The chart on page three provides an image of the environmental interactions that are a critical part of school social work:

- School social workers are concerned with the transactions that take place between and among groups.
- School social workers intervene with **all** groups not just students.
- School social workers choose from a broad range of interventions; those that will combine to have the most impact.

Range of Services

School social workers work with students who self-refer or who are referred by teachers, administrators, parents, or community agencies. They also work with crisis situations that arise in school. A comprehensive service delivery plan includes

- crisis intervention,
- intervention with referred students or identified problems,
- early identification of at-risk populations, and
- prevention.

This range of services is designed to reduce crisis situations and referrals. It also allows school administrators to set priorities in conjunction with school social workers. Together they can establish long-range goals for change and plan programs and interventions for groups of students with similar problems, rather than responding to individual students' crises one by one.

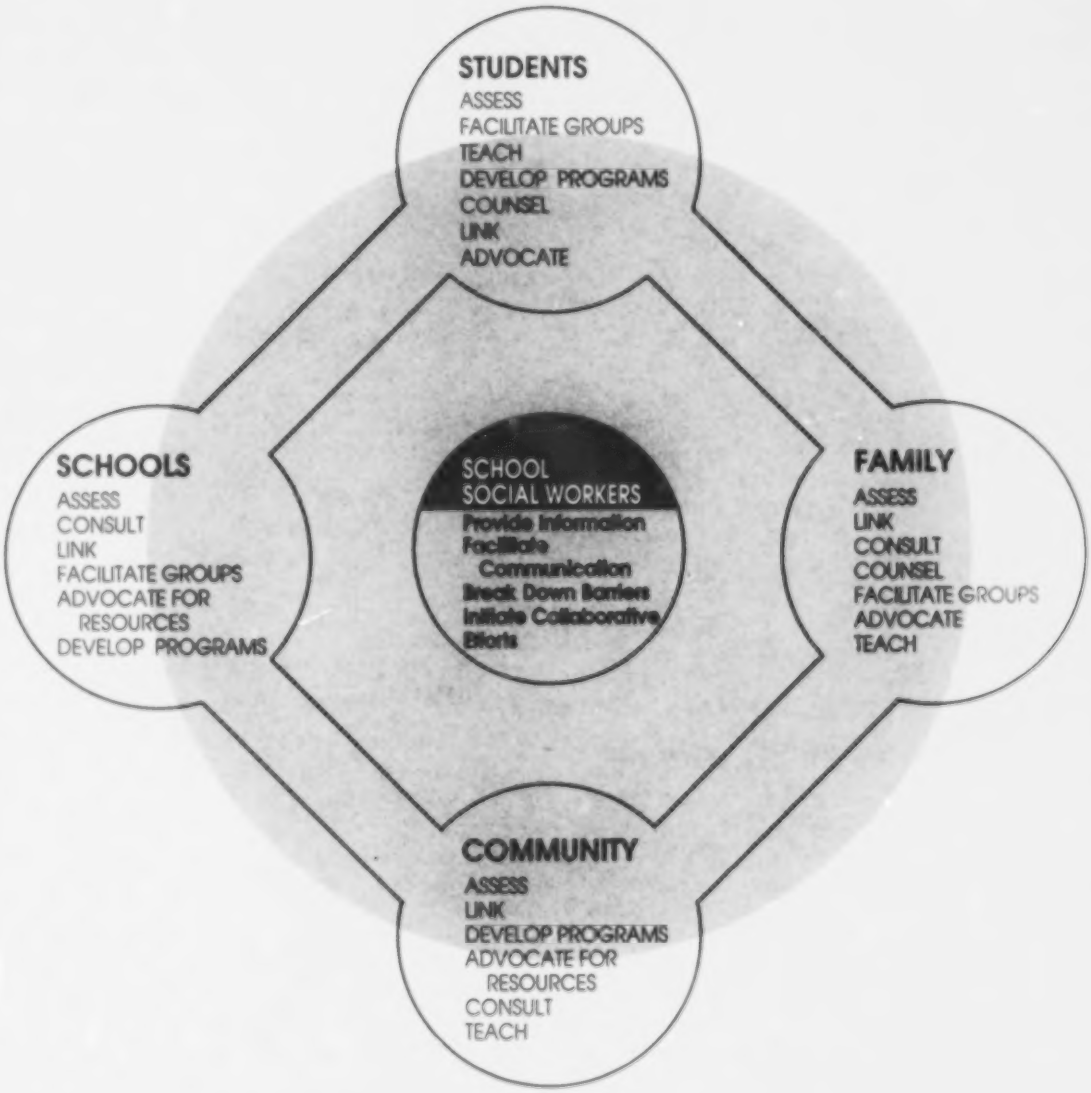
Services

Assess. One of the unique services a school social worker provides for a school district is an assessment which includes the school, home, and community. This type of systems assessment lends itself to a wide range of creative response strategies. Instead of applying one method to every problem situation, it justifies utilizing a blend of activities to arrive at the best possible solution for each problem encountered. School social workers frequently make assessments to determine whether students are eligible for exceptional educational programs. In these assessments, they examine the student's functioning in a variety of environments by the use of adaptive behavior scales and other social assesment tools. In addition to the assessment of individual students, they also assess populations of students experiencing similar problems: AODA, depression, or family change.

Counsel. School social workers provide counseling for students and their families. Frequently this service is provided during a crisis situation such as pregnancy or at a time of transition such as divorce. Because so many students experience problems, counseling is generally short-term or is focused on assisting a student and/or the family to seek long-term counseling in the community.

Facilitate Groups. In many situations school social workers provide services to students through the use of small groups. Groups have the benefit

Environmental Chart



Shaded areas represent cooperative actions taking place between and among systems during intervention.

of using peer influence and delivering services to larger numbers of students. Some groups provide an opportunity for social workers to help students learn and rehearse problem-solving strategies and social skills. Other groups have a support focus, such as groups formed for students returning from alcohol and other drug abuse treatment centers. School social workers also may facilitate groups for parents. The focus of these groups may be educational (parenting skills); supportive (parents of children with a handicapping condition); or task oriented (initiating a parent volunteer program). Social workers' group facilitation skills also can enhance the functioning of multidisciplinary teams and other school or community teams.

Link. School social workers have a broad knowledge of district and community resources. They know which programs and services are available, who is eligible for them, how to access them, how they work financially, and which types of insurance will pay for the services. For example, school social workers often have personal contacts and are able to work informally with service providers to obtain the therapist at the mental health center who would work best with an alcoholic mother. They have professional training similar to that of other social services, mental health, and juvenile justice agency personnel and therefore, can often assist school districts in receiving adequate support from their community agencies. Sometimes social workers locate natural helping networks or develop informal resource systems.

Consult. School social workers engage in mutual problem solving with teachers, school administrators, and other school personnel about the problems students experience and they offer support to school staff. They also assist teachers by consulting with them on the development of curriculum around such issues as family change, protective behaviors, and shared decision-making. School social workers serve as consultants to community agencies and organizations around the needs of students, their families, and the educational system.

Develop. Social workers collaborate with school and community people to develop programs, policies, and services for students and their families. They are in a unique position in the schools in that they are boundary spanners between schools, between families and the schools, and between community groups and the schools. By virtue of their work they become aware of the need for different services and they know or can identify the people who can collaborate to develop the necessary resources to meet those needs.

Advocate. School social work advocacy includes helping students, families, and groups of students utilize community resources. It also includes assisting districts to obtain services from community agencies and helping students and parents obtain school services. Social work advocacy consists of clarifying communication between parties, defining needed services, and constructing an efficient and effective service system among schools, community agencies, and families.

Teach. By virtue of their training, social workers bring knowledge and skills that are different from those of other school personnel. Districts use this expertise by having social workers teach students social skills, provide inservice for staff about cultural differences, teach parents about child development, or educate community agency personnel about school programs and policies.

Roles

Liaison Between Family and School

- pursues avenues by which parents can become not only more involved with their child's school program, but also more responsive and responsible;
- provides the parent with techniques and strategies to be utilized at home to enhance positive behavior;
- develops and facilitates parent groups composed of persons with similar concerns;
- refers parents to appropriate outside agencies or counselors.

Liaison Among Student, School, and Family

- provides individual and group counseling with students to assist them in developing appropriate social interaction within their total human environment (including peers, school, home, and community);

- intervenes in crises with students whom teachers and parents feel must be removed temporarily from the classroom setting and/or school;
- develops, in concert with the teacher and parent, strategies to enhance a student's skills and functioning;
- assists in developing individual short-term contracts which would help students improve behavior at school and at home.

Liaison Among School Staff, Students, and Parents

- participates in developing and implementing creative alternative programs with the professional staff, parents, and students. Such programs may focus on dropouts, the gifted truants, delinquents;
- participates in curriculum development and instructional method planning as it affects social and emotional development;
- coordinates school and community services as required to meet student needs;
- consults school staff to heighten awareness of and sensitivity to problems in student performance and to changes in student behavior when problems are identified;
- consults with superintendent, principal, and assistant principal on school/community issues that interfere with educational performance.

Liaison Among Community Agencies and Schools, Students, and Parents

- promotes coordination and cooperation between school and community on a continuing basis;
- increases communication with juvenile court, protective services, and alternate care workers through more frequent review of active cases by way of group consultations;
- assists in the overall transition of a child from an in-patient or group setting to the educational and private home setting and vice versa;
- serves as a receptor in the community who is able to anticipate emerging community needs as they relate to the ongoing planning within school districts.

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Germain, Carel B. "An Ecological Perspective on Social Work in the Schools." In *School Social Work: Practice and Research Perspectives*. Eds. R. Constable and J. Flynn. Homewood, IL: Dorsey Press, 1982.

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Berkowitz, Gisha. "Youth Hasn't Changed, Society Has." *New York Times*, 1984, p. 63.

Developing and Implementing School Social Work Services

Determining Staffing Levels

The National Council of State Consultants for School Social Work Services developed the following guidelines to assist in determining staffing levels for the provision of effective school social work services. As with any area of staffing, an ongoing question arises as to the number of service providers necessary to guarantee quality services to pupils. Simple formulas by themselves are not a sound basis for allocation of staff. Program goals, specific populations to be served, urban or rural settings, and federal impact issues are just a few of the factors that must be considered in a needs assessment when determining what constitutes necessary staffing patterns.

Variables to be considered include the following:

Community Characteristics

- population (size, socio-economic strata)
- resources (public or private, level of services available)
- lack of resources
- basic structure (rural/urban/suburban)
- mobility of population (degree of transiency)
- unemployment rate
- incidence of single-parent families

Educational System Characteristics

- delinquency rate
- availability and diversity of pupil services
- size of special education population
- extent of student pregnancy
- incidence of dropouts
- program emphasis
- level of nonattendance
- federal program limitations
- federal impact issues (busing, integration, finances)
- size
- racial composition
- multilingual needs
- demographic diversity
- fiscal status

Significant Student Population Problems and Characteristics

- disruption in families
- student mobility
- single-parent families
- handicapping conditions
- abuse and neglect
- substance abuse
- foreign-born families
- bilingual needs
- deviant social, emotional, and behavioral patterns

Staffing levels may vary from district to district and even from building to building within a school district. School districts may want to review staffing patterns and levels of support on a yearly basis in order to provide fair and equitable services to all children.

The variety and levels of effective school social work interventions are determined by the number and characteristics of the populations served. The chart on the following pages demonstrates possible activities in relation to suggested ratios and specific populations serviced.

Profile of School Social Work Services*

School Social Worker/ Student Ratio	School Population(s) Served	Effective Levels of Service (Recommended)
1/2000	Total school population with no special concentration	1. Crisis intervention 2. Social developmental assessment
1/1500	Total school population with poverty concentration	1. Crisis intervention 2. Social developmental assessment 3. Teacher consultation 4. Outside agency referral
1/1000	Total school population with special education concentration	1. Social developmental assessment 2. Teacher consultation 3. Crisis intervention 4. Outside agency referral 5. Home-school-community liaison 6. Staff inservice 7. School social work program planning and evaluation
1/800	Total school population with special education and poverty concentration	1. Social developmental assessment 2. Teacher consultation 3. Crisis intervention 4. Outside agency referral 5. Educational system assessment and program development 6. Home-school-community liaison 7. Staff inservice 8. School social work program planning and evaluation
1/500	Total school population with special education, poverty, and minority concentration	1. Social developmental assessment 2. Teacher consultation 3. Crisis intervention 4. Educational system assessment and program development 5. Outside agency referral 6. Home-school-community liaison 7. Staff inservice 8. Large group (classroom) intervention 9. Ongoing intervention 10. School social work program planning and evaluation

1/350	Total school population with special education, poverty, and minority concentrations and federal impact	1. Social developmental assessment 2. Teacher consultation 3. Crisis intervention 4. Educational system assessment and program development 5. Outside agency referral 6. Home-school-community liaison 7. Staff inservice 8. Large group (classroom) 9. Ongoing intervention 10. Ongoing parent groups 11. School social work program planning and evaluation 12. Research 13. Interdisciplinary teaming
1/50	Special education assignment	1. Social developmental assessment 2. Teacher consultation 3. Crisis intervention 4. Educational system assessment and program development 5. Outside agency referral 6. Home-school-community liaison 7. Staff inservice 8. Large group (classroom) 9. Ongoing intervention 10. Ongoing parent groups 11. School social work program planning and evaluation 12. Research teaming

*In Wisconsin Administrative Code PI 3.54, a master's degree in social work is required.

No magic formula exists and no universal statement of need or ratio is appropriate in every locality. The ultimate decision on school social work staffing levels is the responsibility of the local school district. A competent needs assessment, taking into account the applicable variables as discussed above, and prepared prior to making a staffing level decision is essential for logical and realistic program planning. Fiscal resources as well as student needs must be carefully studied and assessed. The relationship between available monetary resources and effective school social work service levels is very real and direct. A school social work program can be seriously damaged if the school district fails to match its performance expectations to the staffing ratio it utilizes. (National Council of State Consultants for School Social Work, 1988.)

Developing Priorities for Service

A multitude of needs for service may emerge in the process of determining the need for school social work services. Prior to the implementation of services, administrators and school social workers should work together to develop a plan of service that is consistent with the educational goals of the school and the needs of pupils. Two levels of service priorities need to be established:

- districtwide priorities
- individual building priorities

The development of districtwide priorities for school social work services will assist administrators and other school staff to understand the primary tasks and functions of the school social worker. A clar-

ification of these priorities also will help administrators and supervisors in making appropriate staff assignments. (Staudt and Kerle, 1987)

Administrators will want to consider the following criteria when making service priority decisions:

- the potential effect of the activity,
- mandates involved,
- cost,
- opportunity for success,
- level of need,
- staff time and skills required,
- administrative sanction,
- the degree of community support (Morrison ILL SSW Newsletter).

Priorities for social work services can be further clarified by ranking the following categories of school social work activities:

- emergency-crisis intervention,
- mandates,
- teaming,
- consultation,
- referral to outside agencies,
- program development,
- liaison work,
- staff inservice training,
- classroom intervention,
- group work with parents or students,
- individual counseling with parents or students. (Morrison)

Examples of service priorities may include the following:

- consultation, direct involvement, or both for life-threatening or crisis situations;
- assessment for special education placements;
- direct services to special education students, including home-school liaison, assisting in referral to other resources, and individual and group counseling;
- services necessary for smooth functioning of the special education team, such as facilitation of parent conferences for initial and third-year reevaluation or development of a child abuse prevention program for all pupils and their parents;
- inservice training for teachers regarding the early identification and needs of pupils who may be considered potentially at-risk;
- consultation for the development of a district parent involvement program, including the development of parent education classes; and
- serving as a member of various mandated advisory committees (human growth and development, truancy, Drug Free Schools regional council).

Following the development of districtwide priorities, it is advised that administrators or supervisors ensure that building principals are informed of these priorities. Social workers may then work with building principals and their staff to develop service priorities to meet the specific needs of their pupils. Social workers and building principals will need to further assess the need for particular social work services. Before building level priorities can be determined, the following questions should be considered:

Student Population

- What is the total student population?
- How many are enrolled in exceptional education programs?
- How many referrals are made to the school social worker (average per month or year)?
- Are there recurring sources of inappropriate referrals?
- What can be done to inform these sources of appropriate referrals?
- Are there appropriate referrals that are not received?
- What problems, if any, exist in the processing of referrals and obtaining parental consent?

Role and Availability of School Social Worker

- Is the role of the school social worker understood by school personnel?
- What can be done to clarify the school social worker's role?
- Does the school have a copy of the school social worker's schedule, and are the staff aware of how to reach the school social worker?

Space

- Is there usually adequate space for the school social worker to work?
- If space is a difficulty, are school personnel aware of the problem?

Community

- Is there a lack of needed resources and services?
- With which agencies or community resources should relationships be improved?
- Are agencies and the community in general aware of the school social worker's role?

Policies and Procedures

- Are there school policies or procedures that hinder effective social work services to students?

• Is the school social worker aware of and informed of school policies, procedures, and goals?

Examples of building level service priorities may include

• provision of crisis intervention services for students who are at risk due to severe family problems, with a special focus on assisting students at risk for suicide and suspected child abuse.

• facilitation of social skills groups for learning disabled students with the special education teacher.

• development and coordination of a monthly teacher inservice program which may include topics related to understanding the needs and identification of children at risk.

• consultation with the building parent-teacher organization on the development of a parent involvement program.

• development of a schoolwide procedure to address deaths of students or staff.

The above service priorities are not exclusive of other districtwide priorities such as third-year reevaluation of special education students. It is important that building level priorities are consistent with district wide service priorities and needs. For example, a building with a large special education population will place a higher priority on social work services that are designed to meet the needs of exceptional education programs, students and their parents; whereas a building with a high rate of student absenteeism may place priority on social work services to assess this problem and to develop various strategies to address it.

Building and districtwide priorities such as staff inservice, classroom intervention activities, parent groups, and program planning may vary from year to year. Thus, there will be a need to develop both short- (annual) and long-range plans for service. Also, staffing levels require periodic review as pupil service needs change over time. Current educational research and trends point to a growing need for comprehensive school social work services. The process of setting service priorities promotes communication and understanding between school administrators and school social workers. This process will ensure accountability and will protect the quality of service delivered to students. School staff, pupil service team members, and parents need to be inserviced periodically on the roles and responsibilities of the school social worker. Ongoing clarification of social work services optimizes effective use of these services.

Integration With Pupil Services

A combination of disciplinary approaches and skills usually are needed to address the complexity and depth of most student problems. School social workers, along with school psychologists, school counselors, school nurses, other student specialists, teachers, and administrators form pupil service teams, share expertise, develop comprehensive intervention plans, and cooperatively implement these plans.

Social work in schools is a specialized field of practice within the profession of social work. "Social work's focus is on the interaction between people and their environment . . . It is the duality of focus on people and their environments that distinguishes social work from other professions." (NASW, 1978) School social workers are trained in a systems approach to assess and intervene. Social workers view schools as ecological units composed of pupils, teachers, administrators, parents, and the surrounding community. Each of these units has an impact on the education of students. Social workers are trained to assess the impact of the total ecological environment on students and from this data determine the various intervention strategies. Each ecological unit has potential to be a powerful resource.

The concept of a social systems approach to the human environment suggests that all units within the system are interconnected. Alterations in any one of the ecological units (the person or group and all situations impinging upon that person or group) will affect all other units at various points within the system. "The ecological perspective is the most appropriate perspective for viewing social work practice in schools and for locating the target(s) of intervention. It is appropriate in that it directs attention to the whole and not to any one part, system, or aspect of the client's situation. The focus is on the social process of interaction and the transactions between a child and that child's environment." (Allen-Meares, 1986)

Boiled down to its essence, we can say that social work is in the business of

• connecting people and resources

• creating new resources

• making resource systems responsive to people

Task	Types of activities	Comments
Connecting People and Resources	Linking factor parochial schools and a large public high school in assisting parochial students who were having major difficulties transitioning to a large public high school. — Serving as an advocate for group home students who are new to a local area high school. — Referring a troubled teenager to Al-Anon, etc. — Connecting agency and school resources in a city where the major industry has closed down.	"Many barriers prevent people from conecting with a needed resource. The connecting that we do with formal systems relies on a knowledge of those systems, an understanding of how they work . . . an ability to make connections that "stick," and flexibility in serving as a guide, broker, or advocate . . . "
Creating New Resources*	Organizing and serving as consultant to self-help groups. — Forming groups of pregnant teens where they can share mutual concerns, offer each other support, and explore ways of coping with their situations. — Creating models on which new programs or services are patterned. — Developing a parent-interview conference workshop and making it available to teachers.	"Our focus on the relationship between private troubles and public issues and our knowledge of the community makes us aware of needed resource systems which may not exist."
Making Resource Systems Responsive to People	Working with parents who are concerned about school closings. — Helping daycare centers and school systems iron out mutual problems in bringing a needed service to parents who find it difficult to negotiate the system. — Mediating where a conflict occurs between two systems so people who need the service are not caught in the middle. — Coordinating the resources available at a neighborhood center with recreational and educational programs available in schools.	"Because we work at the intersection of many formal resource systems, we are in a position to see problems in the operation of these systems and in their relationships with each other."
Teaching Problem-Solving Skills to People	Conducting conflict resolution and human relations workshops for whole school staff. — Helping a teacher who is having difficulty communicating with an individual child. — Helping a parent to understand program placement of child and articulate special needs. — Helping an administrator resolve a staff conflict.	"Aside from dealing with the specific problem at hand our goal is to help people improve their own problem-solving abilities. Our job, our professional purpose is to promote self-reliance through sharing, teaching . . . involv(ing) others in the process."

*"If you only concentrate on helping a person find a scarce resource, you are dealing with *private troubles*. Many private troubles, however, cannot be alleviated without also working on the public issue involved." Tasks and Comments columns are from Heus and Pincus, 1986.

• teaching problem-solving skills to people. (Heus, Pincus, 1986). *See the chart on the preceding page for descriptive activities under these headings.

As an integral member of pupil service teams, social workers can assist the team process by helping to network resources within the school. Further, social workers possess a unique working relationship and knowledge of community resources which can be used to strengthen the schools' attempt to resolve and remediate pupil problems. Social workers function as the primary liaison between the school and the pupil's home environment. In this role social workers help to enhance communication and understanding between the school staff and parents. This is vital to the goal of effectively assisting the student at risk of academic failure and/or a variety of social, emotional, physical, or medical problems.

Mandates, Practice Standards, and Funding

An emerging cluster of related legislative and educational mandates may be addressed in part by the addition of school social work services. These mandates include the following:

• Individuals with Disabilities Act (IDEA) formerly called 94-142, Education for the Handicapped Act (EHA), 34 CFR 30, Part B.
• Protective Behaviors—s. 115.368, Wis. Stats.
• Human Growth & Development Instruction—s. 118.019, Wis. Stats.
• Suicide Prevention—s. 118.295, Wis. Stats.
• Alcohol and Other Drug Abuse Prevention—Chapter 118, Wis. Stats.
• School Age Parent Programs—s. 115.92, Wis. Stats.
• AIDS Education
• Compulsory School Attendance and Truancy Prevention—ss. 118.15 and 118.16, Wis. Stats.
• Children-at-Risk—s. 118.153, Wis. Stats. and 121.02(1)(b)
• Before- and After-School Day Care—s. 120.125, Wis. Stats.
• Wisconsin Developmental Guidance Model-Guidance and Counseling—s. 121.02(1)(a)

In the near future, there may be additional mandates for educational programs and services to meet the needs of pupils with special needs who do not qualify for exceptional education programs or services. School social workers can provide consultation and leadership in the development of school programs which address these mandates.

The National Association of Social Work (NASW) has established the following set of specific practice standards which delineate:

• the values, knowledge, and skills that form the competence for school social work practice;
• the social work profession's expectations of the administrative environment of the school;
• the professional responsibility of the school social worker.

NASW is seeking the full acceptance and implementation of these standards in all school systems of the United States. These standards (reprinted in full in the appendix) can be used as a guide by administrators and supervisors as school social work services are being upgraded to meet the needs of today's pupils and school systems.

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Evaluating School Social Work Services

3

The evaluation of school social work programs is a critical element in social work practice. The need for such evaluation is obvious: practitioners should be able to account for the effectiveness of their services and programs in helping students to learn. In addition, evaluation of such programs takes on particular importance in that school social work is practiced as a support function within a setting that is not primarily based on the delivery of social work service. Careful and thorough evaluation is warranted to ensure that the goals and objectives of such programs coincide generally with districts' overall educational goals and specifically with pupil services' program goals. As districts create annual goals, it is important that practitioners be cognizant of these goals and that they develop an understanding of the relationship between these goals and current social work practice. In this way, school social workers can take a proactive stance regarding evaluation of their programs.

Purpose of Program Evaluation

Adequate program evaluation involves more than merely providing quantitative data on the number of students served. Allen-Meares, et al (1986) indicate the purpose of evaluation is to identify the results of service, convert the results into information, and use the information to make decisions. This perspective of program evaluation is an active one based on responses to services and utilization of this data to make programmatic decisions. Information on programs should not be collected in a vacuum. Rather, this data should guide decisions with regard to such issues as continuation of various services and expansion of various interventions, among others. Allen-Meares, et al (1986) expand this point by identifying three purposes of school social work program evaluation:

1. To report the outcomes of the program and of plans for continued service to the appropriate administrators,
2. To provide direction for the worker and clients,
3. To develop knowledge so that successful processes can be replicated.

Continuous program evaluation is essential to ensure that effective, efficient services are provided. The necessity to conduct ongoing evaluation is paramount in today's climate of increasingly complex student needs, school budget restraints, and ever-changing professional practices.

The NASW Standard for Practices states that through ongoing program evaluation the social work staff demonstrates accountability to the school population served, the system of public school education, the public, and the standards and ethics of the social work profession. Even methods of evaluation should be reviewed periodically. Staff reporting forms and other forms of record keeping shall be reviewed periodically to be sure they are consistent with the job to be done. The social worker must establish a clear and rational basis for choice of approach and must know to what extent that approach has been tested by research.

Mandate to Evaluate School Social Work Programs

While recognizing the primary function of school social work practice being the provision of services to students and families, the Wisconsin Department of Public Instruction rules (PI 11.17) on social work practice indicate that there should be evidence of a systematic monitoring of progress toward the objectives established for these services given and that a school social work supervisor provides evaluation of the district's school social work services. It is important to note that evaluation is a practice priority and that there should be some degree of centralization of evaluation practices through the supervisory personnel.

Wisconsin Administrative Code outlining a professional education program leading to licensure in school social work (PI 4.75) indicates that practitioners shall have developed the following during their training and related to evaluation:

1. the program shall require study of methods of systematic gathering of data for the purpose of assessing the child in social environs including the family, the school, and the community; and of the methods of making inferences from that data for the purpose of planning and conducting evaluation strategies.
2. the program shall require study of the methods of developing performance objectives for school social work services and of the methods of measuring the outcomes of these objectives.
3. the program shall require study of the conduct and interpretation of research addressing school, family, community, and pupil problems as dealt with by the school social workers.

These requirements point out that not only should these skills be developed prior to entering practice but that they provide understanding as to why evaluation of practice is important in relationship to client needs.

Evaluation Perspectives

Charles Maher, a researcher in the area of program planning and evaluation, offers the following four points for conducting an evaluation plan:

1. Identifying programs and services to be evaluated.
2. Determining the evaluation questions to be addressed.
3. Collecting, analyzing, and interpreting data.
4. Communicating and using evaluation results.

This process-oriented model provides an understanding of the key components that might be a part of any program evaluation plan. Allen-Mears identifies four frameworks for program evaluation. These are

1. *research*, which raises ethical issues but can aid the social worker in developing useful information for the school district by providing direction for service delivery as well as adding to profession knowledge;
2. *goal attainment scaling*, which provides data on the degree of goal attainment;
3. *process analysis*, which provides an evaluation strategy for analyzing the process of program operation;
4. *case study*, which includes single system design and the interrupted time series design.

In *Social Work in Iowa Schools: A Guide to Practice*, specific evaluation components are discussed from the perspective of service effectiveness and child change that is, a change in the child's behavior, and consumer satisfaction. These include utilizing

1. self-evaluation by school social workers;
2. consumer questionaires for parents;
3. questionaires for local education agency (LEA) administrators, regular education teachers, and special education teachers;
4. evaluation of school social work services by other support disciplines such as psychologists, and counselors.

The guide identifies the following steps for implementing a program evaluation study. These include the following:

1. measuring effectiveness of individual school social work intervention with specific clientele;
2. measuring overall program effectiveness in terms of
   a. child change (short- or long-term change)
   b. consumer satisfaction with services rendered (short term or long term);
3. measuring the increase in availability of service alternatives to children and their families;

4. measuring the decrease in interagency decision-making difficulties, gaps and duplication in services to special education children and their families;
5. developing innovative approaches designed to provide services to children in special education, developing measurable outcomes in terms of child progress;
6. developing a system to improve effectiveness of services provided;
7. developing necessary program changes indicated through interpretation of results produced by the preceding assessments;
8. comparing actual practice with desired practice;
9. analyzing problem areas, developing solutions, testing these solutions, and re-evaluating to determine whether changes are effective.

Conclusion

Evaluation of programs is a critical practice area for school social workers. It is a method for determining effectiveness of services and can serve as a tool for educating other staff workers regarding services, roles, etc. Finally, the data generated in a study like this can serve as a basis for future program development.

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Future Trends: Implications for School Social Work Practice

4

Trends from Various Systems

What does the future hold for social work in the schools? It is necessary to look at the schools and their environments to understand the trends that will shape the changing patterns of need that school social work addresses.

Schools do not exist in a vacuum. They relate to various outside systems such as the economy, in that they are funded by tax dollars and educate students for future participation in the work force. They relate to the political system, in that they are subject to legislation and also prepare students to participate as responsible citizens. They act as an extension of the family as agents of socialization of the young and the "imparting [of] cultural norms and values." (Hare, 1988b:219) Such connections are not always so obvious on an everyday basis, but these connections do exert themselves as the overall trends that schools must address if they are to be a relevant institution in society. As Isadore Hare (1988b:219) describes them, "often, because of the complexity and multiple institutions of society, schools exhibit a cultural lag in responsiveness to changing societal circumstances, but sooner or later they will become subject to these influences."

Economic Trends

The U.S. economy has undergone profound structural change in the past few decades. Technological innovations such as the microchip resulted in the redirection of American industry from the production of goods to the creation of technological ideas, the transfer of information, and the provision of services. Corporations in the U.S. exported manufacturing jobs to Third World countries where lower wages could be paid. As a result, the entire structure of the labor market changed drastically. Skilled manufacturing jobs which had been the mainstay of the American working class were replaced with information and service-sector jobs which required significantly different skills.

Change in the job structure of the U.S. economy coincided with a renewed focus on international economic competition. Concern mounted about the ability of American students to compete educationally with their counterparts in leading industrialized countries. One result of this concern was *A Nation At Risk* which warned of the "rising tide of mediocrity" in American education and pushed for higher academic standards. Further scrutiny of the problem of mediocre outcomes in the schools turned up different concerns: the social problems of the increasingly complex society were impeding schools' ability to teach and students' ability to learn the most basic skills at a time when the job market demanded that students acquire a whole range of additional skills essential to their ability to survive in the high-tech economy.

Social Trends

Are these social problems really increasing? In 1981, for the first time since the Great Depression, the distribution of income in America changed so that significantly more people were living in poverty. The incidence of poverty among children

increased most rapidly, so that now 40 percent of those in poverty are children, and 24 percent of all children live in poverty (Hare, 1988b). While growing up poor does not automatically make children educational failures, it implies many dangers to the child's educational success: perhaps going to school hungry; perhaps living in a dangerous, drug-dealing neighborhood; usually having no place to do homework or no one who can help with homework. Other trends for the entire school-age population include the rise of adolescent suicide and teen pregnancy rates, and increased number of children who must adjust to parental divorce, living with a single parent, and parental remarriage. And the population of educationally disadvantaged students continues to grow at a rate higher than that of the American student population as a whole.

Demographic Trends

These two clashing trends are currently colliding with a demographic trend: the aging of American society. In 1953, there were 17 workers supporting each retiree. By 1992 there will be three. (Hodgkinson, 1985) As the American population ages, it becomes more dependent on the younger population to maintain an increasingly high level of economic productivity so that the standard of living of American society as a whole may be maintained. An added wrinkle in this pressing problem is the fact that one of the three workers upon whom each retiree will depend will be a minority. The legacy of discrimination has been the outrageous over-representation of minorities among America's poor. Now society must depend on the productivity of people who have long been asked to do without.

The collision of these three trends has serious implications for American society and for the educational system. First, if the older population wants students to live the highly productive lives necessary to support the economy and maintain American quality of life, it is in their best interest to provide the best education possible to all students. Second, if every student's productivity is crucial, the best possible education cannot address only the cognitive skills necessary for the technological demands of the economy. It must also address the different emotional and physical needs that students bring to school—abuse, poverty, family change—so that students are able to learn.

Trends in the Family

Trends in other systems also are having an impact on the schools. The structure and needs of families also have changed dramatically, a change which has placed new demands on the schools. Increasingly diverse, family structures now include fewer nuclear families and more single-parent families, step-families, and gay and lesbian families. In addition, it has become the norm for women to work outside the home. It is estimated that by the year 2000, 47 percent of the work force will be women. The most obvious result of this major change is the huge and frequently unmet demand for child care—for infants, preschoolers, and latch-key children after school. Schools are being pressed to respond to these changes: by adjusting their practices to relate better to non-traditional family formations; by providing space and/or staff for after-school daycare, and by offering all-day kindergarten programs.

Trends in Medicine

Advances in medical technology continue to have an impact on the schools. Medical interventions with severely disabled and premature babies are continually improving survival rates, and heroic medical procedures are becoming increasingly effective in saving the lives of critically brain-injured children. These children's special needs require an increasing number of special education placements in the schools. Questions abound with respect to these children and their placements. What procedures necessary for the medical maintenance of these children while in school should be performed by teachers, if any at all? What are the social implications of mainstreaming the severely and profoundly handicapped? What are the parameters regarding least restrictive environment? What is the extent and availability of nursing services within schools?

Trends in Public Health

Current problems in public health also are impinging on the schools. Generally, there is a lack of good primary health care. Poor prenatal nutrition, resulting in low birthweight, as well as infant and toddler malnutrition stunt these children's potential. Alcohol and drug use by pregnant women who have little access to health care is also on the rise. The consequence is increased numbers of affected or addicted babies. Extreme emotional

neglect of small children by parents overwhelmed by the needs of survival in many cases leads to children's severe emotional disturbance. Increasingly, early childhood special education programs serve a population of nutritionally-impaired, drug-affected, or severely emotionally disturbed children.

Acquired immune deficiency syndrome (AIDS) is assuredly the number one public health issue of the 1990s. While infection rates among gay men declined in the late 1980s, the increasingly high infection rate among heterosexuals indicates the need for continued informational outreach. Teen sexual activity, long characterized by lack of health information, now has consequences even more serious than unplanned pregnancy. Given this threat, schools need to begin to take an active role in the fight against the spread of this fatal disease.

Educational Trends

Schools are beginning to respond to the many trends in their environment by developing programming that attempts to understand the complex societal forces which prevent students from achieving. The societal trends have long had an impact on various aspects of school programming. Now schools are attempting, often for the first time, a more coordinated response directed toward improving their own effectiveness in teaching students and toward breaking the cycle of educational underachievement which puts American society at risk. This response to the barriers to educational excellence features a creative use of existing school resources as well as the search for new resources in the school's community.

Collaboration with Business

One response that has sprung from the necessity of tight budgets and the state and federal administration's encouragement for an increased role of the private sector in public affairs has been the schools' development of more collaborative relationships with businesses. Examples include the Beethoven project in Chicago, in which pregnant and parenting teens are provided services from conception until their children reach age five, and Rich's Academy in Atlanta, an alternative high school located in a downtown department store. (Hare, 1988b)

Collaboration with Community Agencies

Collaboration with community agencies is another response in which schools are becoming increasingly involved and which shows considerable promise. In the past, the lack of coordination of services has left many children unserved. As Stephen B. Heintz, commissioner of the Connecticut Department of Income Maintenance, describes the situation before collaboration: "Welfare administrators have assumed that schools would provide the best and most successful strategies in helping children . . . move out of dependency and become self-sufficient adults—educators have assumed that the welfare system . . . would provide adequate support of families so that kids could come to school ready to learn. We've learned that neither assumption is safe and that the two systems must be linked more fundamentally if we are to achieve our goal." (Cohen, 1989)

Collaboration with community agencies has been spurred on by the establishment of school-based health clinics and the success of early-childhood programs such as Head Start and the Perry Preschool Project (in Ypsilanti, Michigan) which have coordinated education, health, and social services. The Perry Project was first mandated in PL 99-457, a 1986 law requiring the collaboration of educational, health, and social services for handicapped infants and toddlers. Additionally, collaboration between the health and education sectors has been considered in efforts to prevent the spread of human immunodeficiency virus (HIV) and AIDS. (Cohen, 1989)

For school social workers, collaboration with community agencies is a logical extension of trends in teaming. Initially, the services of the guidance counselor, school psychologist, school social worker, and school nurse were uncoordinated, so that services they provided to certain students had the potential of overlapping, or worse, counteracting each other. This problem was resolved by the development of the pupil service team concept, where services to students were coordinated. As time went on, pupil service teams increasingly were able to identify systematic patterns of student problems, which enabled the teams to develop prevention-oriented systems interventions in the school. The inclusion of team members from collaborating agencies could provide helpful information as well as creative energy in the development of systems interventions directed at stu-

dents who are most at risk. As one proponent of collaboration notes, "if the school is missing the boat, team members from an intervention program may begin . . . delicately, subtly [to] get involved in improving the programs of the school." (Barron, quoted in Cohen, 1989).

School social workers bring an understanding of the needs of the education system as well as a familiarity with the philosophy and functioning of social service agencies. Because of their unique comprehensive training, "school social workers are in a strategic position to make interagency collaboration work by ensuring that the process for referring students actually takes hold." (Hare, quoted in Cohen, 1989:8)

Collaboration with Families and Communities

Schools are better equipped to deal with the social trends they face when they promote collaborative relationships with families and communities. Without communication and coordination, schools and families or communities can operate at cross-purposes with each other, thereby exacerbating unnecessary and damaging conflict. Working together, they can complement, support, and enrich each other in their pursuit of their separate goals as well as their common goal of "preparing human beings for interdependent living and participation in a democratic society" (Battistoni, 1985; Winters and Easton, 1983:xi). To ensure success, collaboration among home, community, and school has required a clearly articulated structure that governs relationships, so that a full and equal partnership is maintained and all parties are empowered. This type of partnership requires conscious openness on the part of the school as well as a willingness to respond to articulated needs. In return it allows the school the possibility of actively engaging parents and community structures in the mission of the school. It also allows the school to reach beyond exclusively formal helping systems to tap into the rich resources of natural helping networks in the family and community.

Winters and Maluccio (1988:215) describe a successful collaboration effort: "In an inner city school in Milwaukee, parents of children with a range of emotional problems, themselves with marginal skills, had their own competencies and skills enhanced. A social work intervention helped parents participate in school activities, such as playground monitoring, assisting in the classroom, and operating an after-school telephone hotline for latchkey children. As a result, the parenting skills of the participants showed gradual improvement; moreover, for some with long histories of unemployment, the skills and competencies they acquired helped them to obtain employment outside the school."

Such a competence-centered social work orientation is particularly well-suited to collaboration with families and communities. By viewing families or communities in terms of their actual or potential strengths and by emphasizing the role of natural helping networks and using environmental resources, the social worker is able both to draw together and to empower the family, community, and school.

Effective Schools

In addition to developing collaborative relationships with business, community agencies, and families, schools are being challenged by the effective schools movement to change their own internal functioning. This movement—based upon the notion that schools can and must be successful in educating all students, not just the economically advantaged—has identified a number of factors which promote the academic achievement of the student body as a whole.

These include:

- strong and visible administrative leadership.
- an understanding of the school's goals which is explicit and shared (although not necessarily fully agreed upon) by the principal, teachers, pupil services team, students, and parents.
- orderly and safe school climate conducive to learning and teaching.
- ongoing assessment of pupil progress based on achievement tests.
- high expectations that no child will fall below minimum levels of achievement. (Edmonds, 1982a, 1984, 1984a; Corcoran, 1985)

School social workers may play many roles in the implementation of an effective school plan. Because of their ecological perspective, they are well trained in the assessment of a school's educational climate and possess a broad repertoire of interventions with which to facilitate a climate where learning may take place. Interventions directed at school climate may focus narrowly at

discipline. For example, the social worker may assist the school in developing an effective discipline system which includes constructive disciplinary alternatives to corporal punishment. (Bowers and Hare, 1986) Additionally, interventions may focus on broad issues of school culture—"the style and quality of school life, the patterns of pupil and staff behavior." (Hare, 1988) The social worker may promote and facilitate faculty-administration collaboration and shared decision making.

Transition to an effective school structure requires the flow of information between parties. As links between home and school, social workers may assist parents in understanding the school's mission as well as the roles of various school professionals. Within the school, social workers may develop inservices to train teachers to work more effectively with parents (Schneider, 1980) or organize teacher support groups. (Pennekamp, 1986)

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Services with Students 5

Introduction to School Social Work Services

In conjunction with pupil services teams, school social workers use a broad repertoire of intervention skills with various populations: students, parents, families, teachers, other school professionals, and community-based service providers, among others. Their interventions may address individual or small and large groups (including communities).

The services which social workers provide to students, families, schools, and communities, though presented as separate topic areas in this publication, are *in practice* not so readily distinguishable from one another. In a given situation, a school social worker is likely to intervene simultaneously in multiple environments. All services, both direct and indirect, aim to promote student's academic and social development.

Given the range of interventions available to any specific worker, assessment is a crucial aspect of social work services. Rather than allowing a given method of intervention to dictate problem definition, social work assessment first defines **goals** and the **targets for change** and then determines **intervention methods**. This allows for more flexible and better planned intervention. Therefore, social work services proactively address the school's needs.

Goals

When providing services to students, it is critical for school social workers to work with all students not just those who show signs of social, emotional, or environmental difficulties that interfere with their school adjustment and achievement. These overall program goals include

- assisting students in developing interpersonal relationships on the basis of mutual respect.
- advocating for students in the school and the community to ensure that every opportunity remains open for each child and his/her family.
- assisting students in developing problem-solving and decision making skills.
- assisting students with adjustment to school, personal life, legal, and family changes.
- assisting students in developing the skills to cope with personal crises and stress.
- supporting students as they experience personal crisis.
- assisting in the development of students' emotional, mental, social, and physical well-being.
- coordinating the efforts and communications of staff and outside agencies in order to promote the emotional well-being of students.
- consulting and supporting families in the process of problem solving and adjustment.

In order to most effectively meet these goals, the following range of services is necessary:

- prevention,
- early intervention, and
- intervention.

Whether the service is preventive or interventive in focus, it is important to consider the developmental stage of the student. With younger students it is most common to work with aspects of their environments. With older students, individual work, advocacy, linkage to services, and environmental adjustments often are used.

Prevention

School social workers, school counselors, and school psychologists are engaged in prevention endeavors at all grade levels. Whether these activities are labeled developmental guidance, primary prevention, human relations training, affective education, or system intervention (Radin and Welsch, 1984) these three professionals, working as a team, establish programs "to help students develop skills that will enable them to cope effectively with anxiety, stress, and conflict, as well as skills and attitudes for effective communication with people from cultures and life situations different from their own." (Allen-Meares, 1986)

Prevention strategies include:

- classroom instruction, and
- small group facilitation

Classroom Instruction

Classroom instruction can be used to provide developmentally appropriate information and to discuss specific issues of concern for each age group of students. One topic area is Protective Behaviors. This is a series of presentations about "safe" and "unsafe" situations, learning how to develop a network of support people to talk to if feeling unsafe, and exploring ideas for self-empowerment. Other age-specific topics include

- assertiveness;
- respect for others;
- decision making;
- peer pressure and relationships;
- stress and coping skills for change;
- sexuality and body image;
- fears and natural disasters;
- child management and parenting;
- family changes, such as: moving, birth, unemployment, divorce;
- death and loss; and
- social issues, such as: racial/ethnic, peace education, world peace, conflict resolution.

Small Group Facilitation

School social workers facilitate small groups that assist students in a preventive manner. These groups generally would meet for four to six weeks for one-half to one hour. Preventive group topics could include

- friendship skills,
- new student adjustment,
- information about alcohol and other drug abuse,
- assertiveness,
- conflict resolution methods,
- information about depression and suicide, and
- sexuality decision making.

Early Intervention

Some students are at high risk for developing problems. Early identification of these students lends itself to less time-consuming and more effective interventions. Districts should not allow the problem to become severe before making a referral. Transitions in a student's life place him or her at risk and can be a time when problems emerge. Transitions for students who already are vulnerable can be especially difficult. Services provided during transition times (such as kindergarten entry or a divorce in the family) can be powerful because the new situation often demands different behaviors and new coping skills.

Early intervention focuses on assessment and screening which leads to any number of the prevention or intervention strategies. Early intervention screenings include the following:

- kindergarten screening,
- early childhood screening,
- new student assessment,
- middle school and high school entry screening, and
- monitoring students as they enter or leave exceptional education programs.

Intervention

Intervention with referred students is the most widely recognized service school social workers provide. Development of a complete referral system which has specific procedures is crucial. This includes a referral system within the school system and one for parents and community referrals. Within this referral process, consultation with administrators, pupil services team members, and other staff should occur.

Intervention strategies include

- assessment,
- crisis intervention,
- individual and small group counseling,
- consultation with teachers and parents,
- linkage with school and community services,
- classroom activities, and
- advocacy.

Assessment

An assessment includes cultural and linguistic backgrounds and adaptive behaviors as well as the interaction of the student with his or her main environments of school, family, and community. Classroom, playground, and other activity observations may be helpful. This assessment is often done in conjunction with other pupil services team members. Decisions are then made whether to recommend an exceptional education program, to provide individual or small group counseling, to consult with teachers and parents on alternative programs, or to link the student or family with community services.

Crisis Intervention

Increasingly, students and staff in the schools find themselves in crisis situations that call for an immediate professional response. Examples of such situations are the suicide of a student, the death of a teacher, a violent fight between students, or the severe illness of a student, teacher, or family member. In these situations, school social workers, often in conjunction with other pupil services staff, and sometimes with community mental health workers provide crisis intervention services for students, staff, or family. Depending on the situation, these services can be provided in an individual or small group format.

Individual and Small Group Counseling

Students comprise a variety of ages, needs, and concerns. Individual counseling may be useful for the student to discuss private concerns of sensitive issues. Group counseling may provide students with peer guidance and allows them to see that they are not alone in dealing with the issue.

Counseling or support groups must address the needs of specific target populations and may vary considerably in content and focus. These are some examples of behaviors and situations that may indicate the need for individual or support group counseling:

- poor peer/adult relationships;
- loneliness/withdrawn behavior;
- physical/sexual abuse;
- frequent and severe mood changes or depression;
- pregnancy;
- alcohol or other drug abuse;
- truant or dropout behavior;
- extreme stress or pressure;
- lack of respect for others;
- underachievement;
- hyperactivity;
- racial/ethnic problems;
- homelessness;
- suicide attempts;
- gay/lesbian issues;
- home-school-agency conflicts;
- farm/rural crisis;
- extreme poverty; and
- family issues such as: divorce, discord, crisis, death, parent-child conflicts, parental alcohol or drug abuse, mental illness, unemployment, parenting skills.

The goal of counseling is to provide students an opportunity to form a trusting relationship in order to gain the kind of support and assistance relative to their current situation which will leave them with the tools for future problem solving. Counseling is related to the educational mission of the school and therefore tends to be short term and focused. When the assessment indicates a possible mental health disorder and the need for longer term intervention, school social workers assist the student and family to obtain mental health services in the community. This type of assistance is provided because it is understood that the student cannot effectively learn in the classroom if his or her important personal needs have not been met.

Consultation With Teachers and/or Families

Consultation with teachers and family members may be important to clarify and enhance issues raised by the student. Family contacts can be conducted in the home to provide a broader perspective and may help the family or student feel more at ease. Visits or meetings can be done with the student present or absent (based on the issue, the age of the student and the student's request). These contacts provide a good opportunity for

further consultation with the referring teacher, or other involved staff members. The consultation can be handled in an informal discussion or a more formal group staffing. Changes may need to occur with the family or school rather than with the student.

Linkage

Often school social workers link students with school programs and services. They also link children and families to community services, which may include agencies such as: county department of social services, police, alcohol or other drug assessment and treatment providers, Urban League, private counseling, health services for physical or developmental assessment, recreational activities, or support groups. This includes not only referral, but also follow-up and perhaps advocacy to make sure services are provided.

Classroom Activities

There may be some occasions when the classroom is the appropriate place to discuss specific situations in an intervention manner. Such issues may include

- the death of a classmate or teacher;
- a trauma, such as tornados or fires;
- a severe illness or injury of a classmate or teacher;
- peer discord or fights;
- a recent abuse incident in the community that has received media exposure; and
- a major national/international traumatic events.

Advocacy

Often students need advocacy in the school or home environment. Perhaps changes need to be made in these envrionments. School social workers provide close follow-up and monitoring of students after an intervention has occurred. The worker can evaluate the effectiveness of the intervention and continue to advocate for the student with the school, family, and outside agencies. School social workers often must be assertive to make sure the child or family does not "fall between the cracks" of the system. This advocacy and follow-up can be done by:

- making program recommendations;
- acting as a liaison with the school and student and other agencies;
- providing continuing family contacts and meetings;
- providing continued consultation with school personnel;
- helping the student develop a personal support system;
- organizing and coordinating support programs for students and families outside the school setting.

Summary

Through the use of assessment, counseling, advocacy, education, consultation, and coordination of services, school social workers provide services for students. The worker provides documentation of the noncognitive aspects of the student by assessing the student's performance in the home and community as well as the school. The school social worker is particularly skilled in evaluating how the student functions as a part of a group and how to facilitate changes in the environments.

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Services with Families 6

The Role of the Family

School social workers are not only "child centered" but "family focused." (Anderson, 1962:402). Since the beginning days of school social work, working with the family has been considered essential for assisting troubled students resolve school-related problems and for helping parents maintain learning. (Kurtz and Barth, 1989:2) This role has become even more important in a time when family mobility is increasing and nuclear family stability is decreasing. Current research continues to substantiate the negative effects of domestic violence and chemical dependency on children. Recent studies also have shown a link between parental involvement in a child's schooling and the child's educational attainment. School social work services to the family system are based on several assumptions:

- The family is the most influential system in a child's life. It can stimulate the onset of problems and exacerbate existing problems, as well as play a major role in problem resolution.
- Resolution of the student's problem is more effective when intervention occurs within more than one system. Intervention at the family level often is critical to problem resolution.
- When students and their families are under stress, the school can be a stabilizing factor in their lives.
- Social work services to parents must be directly relevant to some facet of the student's school adjustment. Problematic family conditions that do not adversely affect a student's academic and psychosocial behaviors in school are appropriate for referral to community human service agencies.
- Services to families ultimately benefit children. (Kurtz, 1988:451)

School social workers play a variety of roles with families and provide a wide range of services in fulfilling those roles. Perhaps more than any other school personnel, social workers are trained to pay attention to the interplay between the individual and his/her environments, to work with families with problems, and to link school, family, and community resources. The role of social workers also permits them to routinely reach beyond the four walls of the school building to the home. (Kurtz, 1988:457)

Appropriate roles for school social workers providing services to families include, but are not limited to:

Home-School Liaison. The school social worker has a unique and critical role in providing a link among parents, school, and community resources. One goal of school social work services is to assist families to understand their children's educational needs and to gain access to resources available within the school. Traditional school open houses or parent-teacher conferences are not effective or sufficient in meeting needs of parents who are culturally or educationally alienated, or who have children experiencing substantial difficulty at home or school. It is in the interest of the student who is experiencing difficulty in school that both parents and teachers have a clear understanding of each other's expectations and of their respective responsibilities in resolving the difficulty. As liaison, the social worker helps foster clear, open communication and implement home-school child management programs. (Kurtz, 1988:453) The

social worker also provides an avenue for families to convey their concerns to school personnel.

Consultant. Social workers consult with parents in regard to significant social, cultural, developmental, and family data. Consultation is provided to parents in areas such as child management, parent-child communication, AODA concerns, family stress, community services, and referral procedures.

Advocate. The school social worker is in a position to be an advocate both to and for parents—seeking to help parents see the child's needs and assisting them in accessing needed resources, both within and outside the educational system. This role may include advocating for organizational change in cases where school policies constrain positive parent participation and compound the student's problem. (Kurtz, 1988:455)

Educator. School social workers often facilitate parent training groups. These groups usually are short term and focus on providing knowledge, attitudes and skills on protective behaviors, parent-adolescent communication, AODA issues, family change, coping with loss, and stress reduction in children. (Kurtz, 1988:453)

Crisis Intervention. Crisis intervention is immediate, intense, brief intervention to alleviate an acute and pressing problem. (Kurtz, 1988:453)

Counselor. Parent counseling is commonly task-oriented and time-limited. Task-oriented counseling is focused on concerns such as the effects of divorce on children and parents, how to manage a school-phobic child, emotional adjustment of parents to the discovery that their child is handicapped, and how to cope with a hyperactive child. (Kurtz, 1988:453)

Resource Broker. In reaching out to families, the social worker often discovers a range of problems that individual members are experiencing. These problems may be related to or go beyond the original reason for the teacher referral of the pupil. Family members whose needs fall outside the school social worker's role are referred and linked to appropriate community services such as vocational rehabilitation, public resources, and community mental health. (Kurtz, 1988:544)

Resource Developer. Working with school and community officials, the school social worker helps develop needed family resources. Resource development may entail enlisting a local service club to donate money for eyeglasses and hearing aids for indigent students, organizing a parent self-help group or initiating an after-school latchkey program. (Kurtz, 1988:455)

The delivery of services to families requires a wide range of social work skills and treatment modalities. Due to time constraints and role definitions, school social work interventions with parents usually are short-term and task-oriented. Interventions may include direct contact through parent conferences, individual or group counseling, parent education, crisis work, and screening or assessment activities. Indirect interventions such as referral services, advocacy efforts, program development, and staffings with other school or agency personnel are also a vital part of services to parents.

Parent-School Collaboration

All too frequently, some parents' only contact with the school occurs when staff have a concern about their child. The parents who are active in the school usually reflect similar perspectives about education as the largely middle class administrators and teachers. For some school districts there are small populations of disenfranchised parents and for other school districts it is nearly the entire parent population. Many schools are plagued by disruptive behavior, low pupil achievement, and feelings of alienation and dissatisfaction as expressed by parents, teachers, and students. (Winters and Easton, 1983:109) "Traditionally, when confronted with discipline problems or lack of achievement, educators have turned to clinical mental health approaches which tend to put the onus on the child and the family . . . these interventions never seem able to decrease the demand for services or to create an overall supportive educational climate for all children." (Winters and Easton, 1983:111) This is not to say that there is not a need for clinical services to students and families. There is, and it may be a growing need. But "when parents are approached about these problems in the absence of a positive school community bond, they often feel attacked . . . in a supportive school climate with an active program of parent-school collaboration, the alienation of parents from school and society is significantly reduced." (Winters and Easton, 1983:112)

The establishment of a level of parental involvement that is real and broad-based is similar to components of James Comer's successful program to improve the academic achievement in poor urban schools. This collaborative relationship between parents and schools does not occur by merely keeping an open door for parents to visit the school. It takes active reaching out in many

different ways to the entire school community. It requires the coordination and negotiation of the relationships among people with diverse economic, educational, social, and racial characteristics. "The knowledge, training, and skills of the school social worker are particularly suited to these tasks." (Winters and Easton, 1983, 116-117) This type of parental involvement has a significant positive effect on the climate of the school and the academic achievement of the students. It also builds a foundation of trust and communication upon which school social workers and other student service staff can provide services for students and families with specific problems.

Building and maintaining parent/school collaboration is time consuming and some school social workers and their administrators may be reluctant to commit social work resources for these efforts. There is never enough social work time nor other student personnel staff time to address at a remedial level the problems of all of the students referred. It makes sense that some time be devoted to preventive efforts that will affect large numbers of students. Any long-range plan for school social work service should reflect a range of services from crisis intervention to preventative services. When schools increase parental involvement, they effectively increase academic success. (Cummins, 1986) It would seem natural for school social workers, with their administrators, to identify parent/school collaboration as a high priority and the foundation upon which to provide remedial services for students and their families.

Summary

The mission of the school is to educate all children. The mission of school social work is to reduce or eliminate barriers that would interfere with the schools' teaching and the pupils' learning. Involving parents in the educational process always has been an essential function of school social work practice. Research confirms that school success is greatly enhanced by the degree to which parents support their children's education. Social workers foster support of education in the home and in the school. They help parents to participate in their children's education, become more knowledgeable about school services, and provide an environment that is conducive to learning. School social workers also help to strengthen family life through counseling and use of community resources. (Gore, 1989:3)

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Services with Schools 7

By virtue of their training and their orientation, school social workers play a special role in the school setting. They have the ability to assess variables within the system and plan interventions accordingly. Through the school social worker, the community and its agencies have a natural avenue of communication to the schools. School social workers are traditionally known as the staff persons who work with parents, make home visits, and serve as the school's outreach arm. They are frequently on districtwide teams designed to explore and develop creative approaches for programs and issues such as: school/community differences; racial conflict; multi-ethnic programs; staff/parent communications; and in-service training related to critical issues.

In order to be effective in this activity, it is critical for school social workers to develop positive and professional relationships with all school personnel. These include

- parents,
- teachers,
- administrators,
- pupil services peers,
- school board members, and
- significant community members.

The professional social work skills required of a school social worker in this role are the following: program planning and coordination, community organization, social policy and administration, system analysis, teaming, problem identification and assessment, and application of such modalities as conflict resolution.

The hub of the services to schools include the following:

- serving as boundary spanners to break down barriers
- providing information that spans all groups, not just students
- facilitating communication across boundaries
- initiating collaborative efforts—concern with the transactions that take place between and among groups

Range of Services

Recognizing the interrelationships of the child, the family, the school and the community, and the variety of unique issues that can arise among them, school social workers have provided and will continue to provide the following services for schools:

— **Creating Innovative Programs Based on a Comprehensive Approach to Prevention as well as to Crisis Management**

a. Developing programs in response to an expressed need by the school (such as, minority student achievement, alcohol and other drug abuse; teenage pregnancy; and truancy.
b. Developing outreach services or programs for latchkey children.
c. Developing human growth and development programs for special populations.
d. Participating in development and implementation of programs for educational, behavioral, and environmental remediation with professional staff, parents, and students.

— **Developing and Delivering Inservice Programs for School Staff**

a. Working with school staff through consultation to heighten awareness of and sensitivity to problems in students' performance and to changes in student behavior (for example, fellowship after a suicide or death of a staff member).
b. Providing a staff inservice regarding legal mandates and services they and the school can expect from community programs and agencies.
c. Specific inservice topics—student/parent/school stress interrelationships; exceptional educational needs (EEN) placement; protective behaviors; child abuse and neglect; family change; teen suicide; family violence; wellness; alcohol and other drug abuse, etc.
d. Inservice for bus drivers of elementary emotionally disturbed (ED) students.
e. Serving on department inservice training committees (such as, discipline/parenting, effective communication skills; stress management, human relations).
f. Stress management and challenge courses for teachers.
g. Skills development (such as, interviewing skills, communication skills, handling the "hard" conference.

— **Facilitating Communication Between the School and its Community**

a. Advocate for community resources (for example, United Way, mental health, neighborhood centers, alcohol and other drug abuse).
b. Help the systems work closer to each other.
c. Aid the community in understanding school policies, programs, and practices.
d. Help schools understand factors (cultural, societal, economic, familial, health, etc.) that affect students' abilities to make maximum use of their school experience.
e. Minimize environmental factors that inhibit learning.
f. Maintain accessibility of services to schools and communities throughout the summer as well as during the school year.

— **Coordinating School and Community Services as Required to Meet Student Needs, such as, Headstart, Day Care, Work Orientation Centers, Social Service Agencies, etc.**

a. Developing an awareness of linkage roles at the program and policy level.
b. Linking schools to agencies such as mental health, juvenile court, and alcohol and other drug abuse centers by being aware of jointly shared problems, needs, and programs.
c. Promoting staff development to help the school respond more quickly.
d. Representing the school system on boards and committees of organizations serving school-age children.
e. Facilitating common objectives that require interagency collaboration.
f. Organizing attendance procedures among parents, students, and courts.

— **Working with Classroom Teachers Toward an Early Identification and Evaluation of Problems**

a. Systemwide kindergarten and prekindergarten screening.
b. Coordinating Headstart and day care center information on children entering school for the first time.
c. Social evaluation of children for early school entry.

— **Participating in Curriculum Development and Instructional Method Planning as it Affects Social and Emotional Development**

a. Writing school district policy about child abuse and neglect.
b. Developing curriculum for alcohol and other drug abuse, family change, and protective behaviors.
c. Developing schoolwide discipline policy and procedure.

— **Provide Continuity for Students as they Move Vertically and Horizontally within the System**

a. Transitions (such as, assisting in the over-all transition of a child from an inpatient setting to an ongoing school program and vice versa).
b. Functioning as links with a variety of schools.
c. Working in more than one building affords the school social worker the opportunity to know the expectations from elementary to middle to high schools.

Teaming

"Teamwork is that work which is done by a group of people who possess individual expertise, who are responsible for making individual decisions, who hold a common purpose, and who meet together to communicate, share, and consolidate knowledge, from which plans are made, future decisions are influenced, and actions are determined." (Brill, 1976) Teaming is a process and an intervention method, which springs from assessment, that social workers traditionally have employed.

Increasingly, school social workers are teaming with others in the schools and in the community to assess problems and to provide services. The variety of teams in which social workers participate spans a continuum from those dealing with the problems of individual students to those focusing on larger school-community issues. They also vary from informal and ad hoc groups to formal groups with a defined task and sometimes with statutory requirements as in the case of multidisciplinary teams for evaluating students with exceptional education needs.

Basic Assumptions

Keeping in mind the variations in teaming, the following are some assumptions associated with teams and teaming.

1. The use of teaming is based on the idea that a group of people has a clearly defined task, objective, or mission. Agreement regarding the purpose of the team is an essential ingredient to the effective functioning of the group. From time to time, it is necessary for the team to re-examine its purpose in light of changing school climates and related community issues.
2. Coordination is an absolute necessity for effective teaming. Individual members are interconnected and therefore must have a high level of commitment to the team process.
3. The team approach is a dynamic process which imposes the quality of the product and the quality of the decisions emanating from it.
4. The use of teaming initially requires an increased time commitment. As the number of individuals involved in a process increases, the amount of time necessary to reach consensus and resolution increases.
5. Teaming encourages commitment to the final product and increased cooperation during the implementation of the action plan.

Through a team approach, the quality of the product usually is improved. The broad participation of team members representing diverse backgrounds increases the likelihood of quality decisions.

Applications

In considering the use of teaming, it seems helpful to review examples based on the size of the system to which the teaming process is being applied.

School Teams

In the schools, social workers are delivering their services as part of a pupil services or support services team. These teams are generally composed of social workers, psychologists, counselors, nurses, principals, and sometimes Chapter I teachers, exceptional education teachers, and other support services personnel. The school principal often functions as the team leader. These team members work together by sharing their different perspectives and expertise about problems individual students may have and about more effective programs and services for populations of students experiencing similar problems. Team members share information, brainstorm, and solve problems together. They jointly decide intervention strategies and which team members will provide the services.

Community Teams

As the demand for school restructuring and reform increases, the social worker joins interagency teams. Individual workers also may consider the formation of school-community teams as a method for dealing with an issue that reaches beyond the school environment, for example, child abuse. Other examples include interagency com-

mittees designed to deal with gangs in the urban districts to the formation of countywide AODA, child care, and farm crisis response systems in the rural districts.

Most frequently these teams focus on development and planning. Yet, the possibility of forming intervention and educational teams appears likely in the future. As the demand for more efficient use of resources increases, the duplication of services is often the target for saving dollars. Joining with various agencies who have similar objectives seems a logical direction in providing services to clients of all agencies, including schools.

The necessity of defining the task and establishing common goals is especially important when addressing larger systems issues. Usually the school-community team is a voluntary involvement and therefore, sustaining commitment of the team relies heavily on the level of benefit to each member of the team. Social workers are especially adept at forming such partnerships because of their training and experience in a broad range of community settings.

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Services with the Community 8

Finding Common Ground: Community Needs and School Needs

From the outset it is important to note that change is a two-way process. While schools are expecting changes from disenfranchised groups of students, their families, and their communities, school personnel must remain cognizant that the organization, the instruction, and the curriculum will have to change for all groups to succeed in all local education agencies (LEAs) across Wisconsin.

The fact that LEAs are now expected to educate all students (some to age 21) makes the process of change more difficult and complex. Current curriculum, instructional strategies, and outreach programs need to reflect the increasingly diverse student populations. These pressures reflect the needs of the economy; as the employment sector places higher demands on schools, educators have no choice but to be successful with more and more students.

The social, emotional, and economic problems students bring to public education are frequently connected to their homes and communities. The problem student tends to be, but is not exclusively, from families, extended families, and communities that are relatively alienated from not only public education but also many other social institutions. One role of the school social worker is to enhance the functioning of groups of families so that they are in a better position to determine their children's educational and economic futures. All too often families with minimal involvement in public education send their children to school because of a combination of compulsory attendance laws, free baby-sitting services, and/or a general and vague understanding of the relationship between economic success and academic achievement. As "at risk" students become older they attend school primarily for social reasons or choose social groups outside school. Too often the families of potential high school dropouts have not bonded with the schooling process and/or have no sense of membership or belonging in school.

Consequently, the role of the school social worker is to discover and enhance the common ground between school and communities. On one hand, social work services to the schools can help educators understand the increasingly diverse population of students, their families, and their communities. On the other had, school social work service to the community strives to increase the sense of educational membership that exists among students, their families, and their communities. When mediating the needs of these three groups, the worker often is seen as representative of an opposing constituency or point of view. This perception is particularly an issue in larger schools that serve diverse communities. Such environments require the school social worker to integrate the maintained interest and commitment of those constituent communities who traditionally have been extensively involved in school operations with the new participation of those communities who typically have been involved minimally. The school social worker has to convince community members and school personnel that their sets of interests are very interdependent. Only when all parties can find mutual goals can gains be made.

Social Work Services to the Community

Rothman, nearly 20 years ago, identified three models of community practice that social workers might utilize. These include local development, social planning, and social action. School social workers in the 1990's will be utilitizing a hybrid of each of these models. Following is a brief introduction of the "outside the school" functions, which frequently overlap:

Support Builders: Include parents, students, and community members in parent-teacher conferences, PTAs (PTOs); increase partnerships between home and school; interpret school programs to community members; and build grassroots community support for school efforts.

Carrier Pigeon: Carry communication between school and community. This includes visiting families that do not have telephones, carrying teacher's notes, scheduling conferences, taking a sick child home, or encouraging families to contact the school regarding disciplinary actions. This function sometimes is performed by a paraprofessional or teaching assistant who might be an indigenous community member.

Organizer: Help indigenous community leaders identify structural barriers to their childrens' success in school. This might take the form of assisting community members to support improvements in a rural mobile home park that is not adequate in type or frequency of transportation services, or in a satellite social service agency.

Educational, Economic, or Community Service Specialist: Help families and communities obtain necessary information about the following services for schools: post-high school training programs, economic assistance programs for individuals and communities, and general and referral information about existing community agencies. Help families and communities to create services that are necessary but not available in a particular community.

Agency Liaison: Work closely with other social service providers such as 4-H, street workers, law enforcement, and public health agencies regarding specific issues. These include domestic violence, alcohol and other drugs, and school/community efforts. Informal and planned working relationships with other service providers usually are much more effective.

The "inside the school" functions include:

Community advocate: Educate the principal, teachers, and other school personnel about the nature of the communities they serve. Increase staff sensitivity and the school's responsiveness to group differences which, left unaddressed, may serve as barriers to student achievement or parental involvement. This may result in staff decisions to change the curriculum or instructional style to adjust to student needs.

Bridge builder: Promote collaboration between schools and outside social service agencies. Use scarce financial resources as efficiently as possible by setting priorities and working cooperatively with community agencies. This might include joining forces to prevent overlap and to coordinate interventions involving students who require more effort than either the school or agency could individually provide. It also might include jointly planning a school improvement plan with a community agency that focuses on similar issues.

Conclusion

The increased size of school facilities and districts and expanded educational diversity have resulted in a lack of bonding or membership of a significant number of students, their families. and communities. Oftentimes, educators excuse a lack of achievement because of poverty, dysfunctional families, or unmotivated communities. Given increased expectations for academic achievement of all students, and the increasingly diverse set of behavioral, emotional, and learning problems that educators face in the classroom, LEAs must create unique and innovative ways to expand the boundaries between schools and communities.

Both the school district and the school social worker recognize that problems exist that inhibit the learning of identifiable groups of students. A district needs to change priorities as the populations of students change. For example, for two or three years, the first priority of a district might be improving relationships and achievement of students coming to school with limited English speaking skills. Teenage pregnancy or AODA might follow and be identified as concurrent priorities. Truancy, farm failures, increased street gang activity, or the number of grade level reten-

tion from a group of identifiable students might all vie for intervention from a community perspective. Acknowledgement of the school social worker's community role may be a specific budgetary commitment or a reprioritizing of existing services into a broader definition of the problem-solving process.

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Services with Specific Populations 9

Minority Populations

The word "minority" in this book is used in the context of opportunity: "Minority" refers to any group, no matter what its numerical population, that generally has less of an opportunity for growth and development due to its perceived difference from an arbitrary standard. The authors and editors of this book recognize that "minority" can be misleading numerically because, for example, it often refers to all people of color, who actually comprise two-thirds of the global population; and qualitatively, because "minor" implies a lesser or inferior status. Its use does not reflect a wish to perpetuate any of the negative or misleading meanings that often accompany it.

In "All One System" Hodgkinson (1985) states, "most important, by around the year 2000, America will be a nation in which one of THREE of us will be nonwhite. And [those currently categorized as] minorities will cover a broader socioeconomic range than ever before, making a simplistic treatment of their needs even less useful." (p. 7) There is all the more reason for school social workers to be aware, sensitive, knowledgeable, and ready to develop effective strategies in working with minorities. These include racial, ethnic, low economic status, gays and lesbians, women, and other minority groups such as non-English language groups. Circumstances have forced the issue of truly learning what makes people tick—especially those who are supposedly "different."

Minorities are an increasingly integral part of the educational and economic fabric of our society. The school social worker is trained to recognize the constitutional rights of all groups and the philosophical and pragmatic rightness of equal services to all groups. Today's students, including minorities, will make the political decisions that determine the quality of our future lives. When we serve those in need, we also serve those who will care for us in the future.

The new reality according to Hodgkinson (1985) is that minority numbers "are now so large that if they do not succeed, all of us will have diminished futures." (p. 18) This has strong implications for both those in the school system who hold the power to educate and for those who feel the powerlessness of not receiving an appropriate education because of race, culture, or economic status. Mary Berry (U.S. Civil Rights commissioner and professor of history and law) said in 1985: "There can be no excellence in education until *all* children receive a quality education."

A systems problem can be defined as the negative manipulation of an image, movement, or development of a specific group by those organizations of society that make up the educational, financial, or informational systems.

Equity and excellence in education means that *all* children, regardless of race, ethnic background, gender, or income level are respected for who they are, where they come from, and what they aspire to be. Quality education means taking into consideration, on a realistic basis, the overriding systems problems that in both past and present militate against minorities receiving the equal support, equal treatment, equal acceptance, and equal representation in textbooks and curriculum. Various systems problems may be illustrated by the following:

- news media that seek to accentuate the positives of majorities and maximize the negatives of minorities;
- a banking system that discriminates against minorities who want to start a business;
- professionals in agencies and institutions who find it difficult to deal with minorities unless they can define them as a "problem";
- professionals who fail to understand the complexity of the constant "duality" under which minorities must live out their lives;
- members of the helping professions who talk "at" rather than "with" their client;
- institutions that have no understanding of or empathy for lifestyles that are different, but no less legitimate, from their own; and
- the often indifferent attitude that prevails in society toward insensitive criticism of individuals based solely on mode of speech, place of residence, or high visibility recognition as a result of skin color or gender.

Cummins (1986), in positing his theoretical framework, expresses the following: ". . . students from 'dominated' societal groups are either 'empowered' or 'disabled' as a direct result of their interactions with educators in the schools. These interactions are mediated by the implicit or explicit role definitions that educators assume in relation to four institutional characteristics of schools. These characteristics reflect the extent to which (1) minority students' language and culture are incorporated into the school program; (2) minority community participation is encouraged as an integral component of children's education; (3) the pedagogy promotes intrinsic motivation on the part of students to use language actively in order to generate their own knowledge; and (4) professionals involved in assessment become advocates for minority students rather than legitimize the location of the 'problem' in the students."

Cummins goes on to cite international research on minority student school failure that indicates "power and status relations between minority and majority groups exert a major influence on school performance." Further descriptions by Cummins relate that "the dominated status of a minority group exposes them to conditions that predispose children to school failure even before they come to school." King and Price (1979) in their studies of black self-concept, indicated that black adolescents had a more positive self-concept when their ethnicity was considered an integral part of self-concept measurement. "Students who are empowered by their school experiences develop the ability, confidence, and motivation to succeed academically." (Cummins, 1986)

Implications for School Social Work Practice

"Social work's fundamental value—respect for the dignity, worth, and uniqueness of the individual— ties our concern with minority groups to the very mission of the profession." (Heus, 1986).

The very underpinnings of training in the field of social work, that is, the basic principles on which social work was established, should prove helpful in working with minorities. The six basic principals of social work are

- individualization,
- confidentiality,
- acceptance of the client,
- understanding and knowledge of the client,
- self-determination—involvement of the client as an active participant, and
- professional self-awareness.

Professionals must have knowledge of gender, cultural, racial, and ethnic differences; must look for strengths—not weaknesses; must not condescend to clients; and must not make assumptions about the client's abilities because they are different. Despite their differences, all people have the same fundamental rights, and the rights of those categorized as a minority are equally legitimate to those of the majority. Pinderhughes (1983) puts it succinctly: "We must ask about the extent to which our efforts to help clients actually [helps to] maintain the social system equilibrium that vicitimizes them." In other words, Pinderhughes asks of the field: Are we identified with the system to the extent that we fail to realize what portions of the system serve to victimize our students?

This thought is echoed in the basic assumptions of Smith and Freeman (1980) and summarized in their words:

"As a helping profession in a host setting, school social work functions in a delimited capacity . . . the interventions of school social workers in problems associated with racially isolated or abused minority children effect minimal change in the students or the system because of the workers' identification with school administrators, teachers, and allied helpers . . . the boundaries of practice are heavily influenced by and largely dependent upon established educational administrative policies."

Smith and Freeman found that there needed to be new directions and a new approach to social work practice in schools where minority students are enrolled. They found this to be particularly true in situations where minorities formed "pockets" within communities; and the need increases where students were bused to communities where they constituted a minority or were totally absent.

The literature has, on more than one occasion, suggested that the school social worker's approach should be one of advocacy. Wisconsin's Resource Guide to Planning and Implementing School Social Work Services, Section 1.7, states, "The school social work staff is able to function as child advocates on behalf of pupils, representing the best interest of the pupil."

School social workers in Wisconsin have operated on a systems basis and have been working with individuals in their various environments as the pupils move in and out of these systems. This approach lends itself to empowering minorities to negotiate the system. "Social workers will be more effective in ensuring the survival of our clients as well as ourselves if we understand the way in which power and powerlessness operate in human systems and base our interventions upon this knowledge." (Pinderhughes, 1983). The Elementary Minority Student Achievement Committee Report of the Madison Metropolitan School District, April 1989, addresses itself very clearly to these concepts.

The system should be altered in ways to fit the needs of all children, not changing and altering the child to fit a system that may be disabling them.

School social workers can help empower minorities in schools and all systems by:

- taking the initiative to assess the relationship between the district and its minority population.
- learning and establishing an appreciation for racial and cultural differences.
- developing a basic understanding of their own prejudices, stereotypes, and attitudes towards minorities and then striving to eliminate them.
- questioning their own and the district's assumptions regarding needs of minorities.
- focusing on and reinforcing appropriate support groups and other societal systems.
- assisting students and parents to exert their own power and to obtain needed resources.
- respecting the family's need to utilize the resource person of their choice and supporting that resource to provide further help to the family.
- learning what skills and styles of intervention techniques work for which minority groups.
- discovering what the minority agenda is—and working within that agenda to bring about needed changes, remembering that the minority agenda is not always the agenda of the district or community.
- working to create alliances, build coalitions, overcome organizational barriers, and engage in political action.
- working with groups on their understanding of power dynamics and the systems in which they live.
- advocating inservice training on cultural and ethnic differences for all school staff.
- advocating comprehensive integration of curriculum to include gender, ethnic, cultural, and minority content.
- working with multicultural committees to communicate their concerns.
- provide training opportunities for minorities to enable them to make informed decisions about the educational process.

Creative delivery of service needs to include the whole range of variables from the most complex to the most simple. Without an understanding of the issues related to minority status, the most efficient and productive services will not be accomplished.

Important Reminders When Serving Minorities

- Because gender, race, ethnicity, and class are part of all daily worlds, issues relating to them should be dealt with as they occur.
- Be aware of personal prejudices and set limits that are appropriate for *all* children.
- Use the ethnic family and its community as the reference points for both the diagnosis and the treatment of those who are receiving therapeutic services.
- Most minority children must be bicultural, thus enabling them to function in both the ethnic community and the larger society.
- Child development theory, despite ethnicity, is basically the same for all children.
- Child-rearing views were found to be similar along class rather than ethnic lines.
- The strengths of all families and all family structures should be recognized so that their methods of living can be mobilized to aid them in making changes in their lives.

- Explore the possibility that what one group or person perceives as a weakness might be a strength to others, and use those strengths to help develop empowerment.
- The people and institutions that need to be changed are those that *control* the destinies of poor and ethnic minorities.
- The patterns of African-American, Hispanic, Asian-American, American Indian, and other families are strength and stability, not weakness and instability, as many researchers, programs, and policies assume and promote.

Recognition of different lifestyles between people of identical income levels would eliminate the common fallacy of viewing families in lower income brackets as a homogeneous entity. Do not generalize for any whole group, but rather, learn to work with each client as an individual member of that group.

Relevant Wisconsin Law

118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

(2) (a) Each school board shall develop written policies and procedures to implement this section and submit them to the state superintendent as a part of its 1986 annual report under s. 120.18. The policies and procedures shall provide for receiving and investigating complaints by residents of the school district regarding possible violations of this section, for making determination as to whether this section has been violated and for ensuring compliance with this section.

(b) Any person who receives a negative determination under par. (a) may appeal the determination to the state superintendent.

(3) (a) The state superintendent shall:

1. Decide appeals made to him or her under sub. (2)(b). Decisions of the state superintendent under this subdivision are subject to judicial review under ch. 227.

2. Promulgate rules as necessary to implement and administer this section.

3. Include in the department's biennial report under s. 15.04(1)(d) information on the status of school district compliance with this section and school district progress toward providing reasonable equality of educational opportunity for all pupils in this state.

(b) The state superintendent may:

1. Periodically review school district programs, activities and services to determine whether the school boards are complying with this section.

2. Assist school boards to comply with this section by providing information and technical assistance upon request.

(4) Any public school official, employe or teacher who intentionally engages in conduct which discriminates against a person or causes a person to be denied rights, benefits or privileges, in violation of sub. (1), may be required to forfeit not more than $1,000.

Section note: Ch. 418 s. 929 (55)(a), Laws of 1977; 1983 Acts 374, 412; 1985 Act 29; 1987 Act 332; 1987 Act 332s. 66a provides that sub. (4) takes effect July 1, 1989; 1985 Act 29 s. 3043(1) provides that the state superintendent shall submit the rules required under s. 118.13(3)(a)2 in final draft form no later than July 1, 1986.

Exceptional Education

Services to children with exceptional educational needs are regulated by state and federal laws. IDEA is intended to

- ensure that all handicapped children, ages three through 21, have available free, appropriate public education, which includes special education and related services to meet their unique needs;
- ensure that the rights of handicapped children and their parents are protected;
- assist states and localities in providing for the education of all handicapped children; and
- ensure the effectiveness of efforts to educate these children.

For more information on exceptional education mandates and services, the following DPI publications are available:

- *Waukesha Delivery Model: Providing Occupational Therapy/Physical Therapy Services to Special Education Students*;
- *A Guide to Curriculum Planning in Arts for EEN Students*;
- *The EEN Triangle of Support: A Guide for Parents*; and
- *School Psychology: A Resource and Planning Guide*.

Contact your local CESA or the Department of Public Instruction, Bureau for Pupil Services, or Bureau for Exceptional Education for further information.

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History and Professional Training 10

History of School Social Work

National

"Major psychosocial problems, traditionally the province of social work, increasingly are becoming the concern and responsibility of the schools." (Hare, 1988) School social work had its early beginnings in New York, Boston, and Hartford during the school year 1906-07. Thus, school social work emerged from the settlement house movement as a home-school-community liaison. The movement started in the early 1900s as an institution in depressed and congested immigrant neighborhoods that offered both social services as well as educational and recreational facilities. It then began winding its way through the variety of national upheavals and national trends in service to children both in the educational and social welfare fields. With each introduction of new legislation (compulsory attendance laws, The Economic Opportunity Act, The National Defense Education Act Amendments of 1964, The Elementary and Secondary Education Act of 1965, Education of the Handicapped Act 20 U.S.C. Secs. 1401-1485 (PL 94-142 now titled IDEA) the Family Education Rights and Privacy Act of 1974, and The School Improvement Act of 1987) school social work began to mold its role as a "visible, viable, and valuable" member of the educational system. Not only did legislation leave its influence on the development of school social work but so did the variety of emerging trends in the fields of mental health, corrections, education, and social welfare.

Wisconsin

Leadership in the development of social services to meet human need has been a characteristic of the state of Wisconsin. The state pioneered areas such as workers compensation, employment services, child welfare programs, and public welfare services. These types of concerns and activities within the state led to the recognition of the need for and the provision of school social services. In the early 1960s Wisconsin started numerous demonstration projects throughout the state that were funded by the Children's Bureau Fund and the state mental health service. Local school administrators endorsed these programs as a means of linking the social service resources in the community to the schools' concerns for children and youth.

In Wisconsin, as in many other states, the funding from federal legislation such as The Economic Opportunity Act of 1964, and The Elementary and Secondary Education Act of 1965 has stimulated and accelerated the growth of social work. In 1965, the citizens of the state, through the action of a progressive legislature, expressed a strong commitment to school social work as a vital educational service with the enactment of Assembly Bill 431-A, which provided state reimbursement of 70 percent of the salaries for senior school social workers. Throughout the state, the impetus to develop programs grew while this legislation assisted local school districts.

More recently, this funding has come from Chapter 115, Subchapter IV (state legislation for handicapped). The Education for All Handicapped Children Act of 1975 provided a reimbursement

Year	Name	Influenced by	Defined Role & Tasks
Early 1900s	Visiting teacher	Private agencies Civic organizations	Home/School/Community Liaison – Supplementing teacher's knowledge of children
1910s	Social worker	Compulsory school attendance Child labor laws Individual differences	Home/School/Community Liaison – Interpreting child's out-of-school life to school – Interpreting to parents, demands of school, needs of child – Attendance officers, truancy issues – Social ills of the community
1920s	School social worker, visiting teacher	Mental hygiene movement Ecological issues Commonwealth fund demonstration projects	Home/School/Community Liaison – Helping child's family use resources – Direct work with parents
1930s	School social workers, visiting teacher	The Great Depression	Casework with individual students and families – Hot lunches – Clothing needs
1940s and 1950s	School social worker, visiting teacher	Mental health	Clinical focus – personality needs of individual child – Prevention of juvenile delinquency – Development of social skills – Consultation to teachers
1960s	School social worker, visiting teacher	Federal funding (Title I) Economic Opportunity Act Elementary & Secondary Education Act	Casework Group work Community organization
1970s	School social workers, visiting teacher	Family education rights and privacy Equal educational opportunity Desegregation Humanism concepts Children's Defense Fund	Assessment of student in relation to whole system Change within the system Problem-centered practice
1980s	School social worker, visiting teacher	Economic stresses Declining resources *A Nation At Risk* Restructuring of special education Movement of jobs from industrial to service sector	Problem-centered practice Problem solving Prevention/intervention Crisis/post-crisis Student/family/school/community constellation

pattern of 33.3 percent, 50 percent, or 70 percent, depending on the amount of time workers devoted to activities in the area of exceptional education. However, in 1983 the legislature changed the funding pattern to a straight 51 percent regardless of the time spent in exceptional educational tasks.

With the growth of school social work, the need has increased for school practitioners to clearly define their role in order to ensure that school social workers furnish appropriate services to students and districts. From 1974-1979 the University of Wisconsin School of Social Work at Madison and the Wisconsin Department of Public Instruction collaborated to develop a model of service delivery that would meet the needs of a diverse school population. This model required both the adoption of new methods and the retention of the best of the traditional methods.

Through continued efforts, Wisconsin has developed an eclectic approach to the delivery of school social work services. In the 1960s, the University of Wisconsin School of Social Work began to move away gradually from the previous psychiatric and traditional clinical model toward a generalist approach. In fact, the concept of the 'generic social worker' was developed at Madison—the idea that a social worker could employ various treatment models in helping people and not be limited to just one model.

In the early 1970s, Allen Pincus and Ann Minahan published a description of the problem-focused, generalist systems model of social work practice. Under this program, school social workers were given an opportunity to apply a variety of methods, either individually or in combination, in an attempt to deal more effectively with the problems of students. The application of this systems framework produced a problem-focused generalist approach that is simultaneously creative, innovative, and flexible and it has left its mark on Wisconsin in the succeeding years. The University of Wisconsin-Madison School of Social Work organized a group of school social workers in Dane County to implement the philosophies inherent in this approach to practice. The group, which was known as the Creative Contracting Pool, stated that its primary goal was "to develop viable forms of social service delivery, while offering practitioners an opportunity to expand creative practice potentials."

In 1974, the University of Wisconsin School Social Work Field Unit, the state's Department of Public Instruction, and the UW's School of Social Work began a concentrated effort to meld theory and practice. School social workers in Wisconsin improved their services both in the variety and the quality offered to Wisconsin schoolchildren as a result of clarification and strengthening of the school social work certification standards; the development of rules and regulations governing the delivery of school social work services; and the preparation of guidelines for developing and implementing school social work services.

The 1980s saw more school social workers serving on school boards, county boards, and boards of directors of mental health centers and such programs as Big Brothers-Big Sisters. In addition, workers became increasingly involved in political activities, curriculum study committees, and the development of policies for school districts.

These efforts are indicative of the resolve of school social workers in Wisconsin to utilize their professional skills to enhance their own functioning as well as the functioning of those they serve. As trained observers of the phenomenon of change and as witnesses to the effects that stress has on people, school social work practitioners have the perspective and skill to offer school districts a viable system for effecting the change process. (Davis, 1979)

The 1990s usher in social situations that include more people dependent on alcohol and other drugs, an increasingly diverse population, school age parenting and child care, the impact of racism on children, the decline of the middle class, severe disabilities, and homelessness, all of which make social workers more important to school districts than ever before. As a result of the work of the National Association of Social Workers on PL 100-97 (Reauthorization of the Elementary and Secondary Education Act of 1989), school social workers in Wisconsin and elsewhere are key players in the following areas: AODA related issues, gifted and talented education, dropout prevention, infant and toddler education, early intervention with handicapped infants, and the development and implementation of teams, just to name a few. Following such past practices for developing effective prevention programs (protective behaviors, child abuse prevention, suicide prevention, and AODA) school social workers in Wisconsin will continue to apply what they know about intervention to help develop prevention programs that work.

Some of the key strategies for school social work in Wisconsin will be

- assisting schools to become an integral part of the community on more than a superficial basis.

- striking a balance between intervention and prevention.
- devising new intervention strategies to meet emerging social situations.
- developing new alliances in order to improve the environment that threatens children's very survival.
- developing cooperative ventures for strengthening pupil services.
- providing opportunities for students to experience meaningful roles in order to make the connection between school and other facets of their lives.
- creating mechanisms to strengthen and improve relationships between schools and parents
- collaborating with community agencies.

The Human Factor: A Key to Excellence in Education, published by the National Association of Social Workers, outlines a definition for excellence in education; details some barriers to excellence, and gives recommendations and action strategies for implementing those recommendations. Wisconsin school social workers will be utilizing this document as they proceed through the 1990s.

Professional Training

Wisconsin school social workers must have a master's degree in social work from a university program approved by the Council on Social Work Education and from a program that meets the standards set forth in PI 4, Wisconsin Administrative Code (appendix A, PI 4.75, School Social Work: Specific Rules). The University of Wisconsin at Madison and Milwaukee are the only two training institutions in the state that meet these requirements.

A social work student who wants to be certified as a school social worker also must meet the State of Wisconsin certification requirements (Appendix A, PI 3.54). This means the student has one practicum experience in the schools and the other practicum experience in an agency serving children and youth.

Social Work Training Program

In the University of Wisconsin-Madison 1991 *School of Social Work Bulletin*, the following description pertains to an advanced degree and represents an example of social work master's programs in the state of Wisconsin.

The master's degree requires the equivalent of two academic years of study. It prepares students for advanced practice within social problem areas and for post-master's study in social welfare or other social science fields. It fosters in students the ability to acquire and to translate scientific knowledge into good social work practice, the essence of sound professional education. The master's program curriculum includes professional foundation course work and advanced practice concentrations in five areas: aging; children, youth and families; developmental disabilities; health; and mental health.

The bulletin continues with a more specific description of Wisconsin's master's program:

The master's degree program focuses on advanced practice, striving to produce what the school terms "the autonomous social worker," a philosophical concept of professional self-reliance. The autonomous social worker has the requisite knowledge and skills to go wherever a social worker is needed, whether or not an appropriate agency exists. The program's focus is on developing individual responsibility, accountability, and a capacity to confront the realities of a changing and sometimes turbulent social and human-services environment.

To accomplish this, the curriculum of the school utilizes a problem-centered, multi-method approach. A problem-centered approach means that the nature of the problem confronting the social worker provides the focus for applying and integrating knowledge, values, and skills in practice. The successful ability to deal with such problems requires competence in the application of knowledge to problem identification, analysis of the components of the problem situation and the system in which it is embedded, design and implementation of interventions, and evaluation of outcomes.

The multi-method approach follows from the problem-centered approach. A social work perspective on social problems directs attention to the linkages and interactions between people and their formal and informal resource systems, as well as the interactions within and among these systems. This means that the problems with which social workers deal are generally embedded in a variety of systems (such as, individuals, groups, families, communities, and/or organizations), and that effective intervention calls for working with and through a variety of sizes and types of systems. In this approach to practice, worker decisions regarding goals and targets of change determine the methods of intervention to be used, rather than

the method of intervention defining the problem and possible outcomes.

The master's program requires four semesters of practicum consisting of 1,150 hours. The practicum experience is under the supervision of a school social worker with a master's degree and who is certified by the state of Wisconsin. In all four semesters the practicum experience is combined with an integrated seminar taught by faculty. This extensive practice experience is one of the unique and strongest components of the social work training program.

Professional Foundation—Year One

In the first year there are five sequence areas:

Human Behavior and The Environment

In this sequence students study the balance and interrelationships between a person's environmental forces (biological, psychological, social, physical, and cultural) and his/her behavior. This sequence also prepares students for generalist social work practice in a multicultural society.

Social Welfare Policies and Services

The major aim of the social welfare policies and services sequence is to prepare professionals as informed and competent practitioners in achieving policy and program change.

Research

The sequence aims to develop practitioners who understand and appreciate the necessity of a scientific approach to building knowledge and to practice.

Social Work Practice

Social work practice embraces multiple methods and models with the aim of helping individuals, families, small groups, organizations and communities prevent and ameliorate problems.

Field Practice

The field and integrative seminar bridges agency-based practice with generalist practice theory, human behavior, social work policy and services, and social work resources.

Concentration—Year Two

In the second year of the master's program a social work student chooses an area of concentration. A concentration is an organized program of study, focused on a specific social problem area, which provides knowledge and skills necessary for advanced social work practice. Concentrations build on, are related to, and extend the professional foundation attained in the first year of the program. A concentration combines a substantive knowledge base of social problems and issues and populations at risk with the practice base focusing on methods of practice by size and type of client system. The concentration includes completion of the field course, an advanced research course, and electives chosen from a range of specified concentration courses. Concentrations are designed to develop greater depth in knowledge and skills without narrowing the generalist foundation embedded in the curriculum (School of Social Work Bulletin, 1988-89). For students wanting to work in this schools, this area normally consists of children, youth, and families. All concentrations prepare students for advanced social work practice in an agency of social service setting. As a result of concentrating, students are expected to

1. demonstrate the ability to practice as an autonomous social worker in keeping with the values and ethics of the profession.
2. demonstrate an ability to fill a range of social work roles such as counselor, therapist, advocate, broker, educator, supervisor, planner, etc.
3. demonstrate expertise of practice, theory, and literature relevant to the concentration.
4. demonstrate competence in practice issues about gender, ethnic,and racial status.
5. demonstrate expertise in human behavior and social policy problems and issues relevant to the concentration.
6. demonstrate the ability to participate in a research project relevant to the concentration.
7. demonstrate the ability to critically evaluate and use research literature.

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Professional Issues 11

Values and Ethics in Social Work in Schools

The National Association of Social Workers Code of Ethics along with federal, state, and local laws, policies, and rules dealing with education form the foundation upon which school social workers base their practice decisions. However, social workers in the schools frequently are confronted with situations that involve conflicts such as, client self-determination vs. a client hurting self, or a school's policies vs. a client's rights.

The ethical dilemmas that social workers encounter in practice can be placed into three broad categories:

Direct Service—"Examples of ethical issues that social workers face in direct practice involve truth-telling in relationships with clients; conflicts between a law, rule, or policy and treatment goals; conflicts between social workers' obligations to their employers and to their clients; confidentiality and privileged communication; terminating services against a client's wishes; and providing services against a client's wishes." (Reamer, 1983:31)

In the schools, a common ethical dilemma has to do with the nature of the helping relationship. Most students are not voluntary clients and most school social workers are not solely in the role of a helping relationship. School social workers are paid by the school district and have obligations to serve the needs of the school district. Sometimes the schools' needs conflict with the students' needs. A social worker has multiple roles within the school and while counseling a student, also may be called upon to provide information to the schools for a special education placement for this student or may feel pressure to help the student conform to school behavioral expectations.

Another example of a dilemma in direct services in the schools is the confidentiality of information that a student has shared with a social worker. The worker cannot always guarantee confidentiality because he/she is not the agent of that student. The worker is often in the difficult position of respecting a student's rights to confidentiality and yet not alienating teachers who care about the student and who are part of the helping process. The worker has obligations to the school district, its staff, its students, and to the students' families. Legal requirements also impact and on confidentiality. On the one hand, a school social worker must report suspected child abuse or neglect, and on the other hand, a worker must keep confidential information received from a student concerning his/her use of alcohol and other drugs.

Social Welfare Policy and Programs—Ethical dilemmas related to the design and implementation of social welfare policy and programs cover a wide range. The most persistent, however, have been related to criteria for distributing scarce or limited resources, welfare rights, and the role of the state in the provision of social welfare. (Reamer, 1983:32-33)

The most frequent ethical decision in this category pertaining to school social workers is how to use their own limited time. Do they work only with students who are referred? What about the students of a teacher who never refers? Do they

need or do they have some obligations to all students in a school? Do they direct their intervention efforts toward assisting a student to change, or toward making changes in the student's environments, (school programs, family)? Do they work with a student individually, in a small group or in a classroom? How do they set priorities for services? School social workers also participate in decisions of how to distribute other limited resources within a school. What does providing equal opportunity to education mean—all students have equal access to all services or some students receive more in order to have equal opportunities?

Among colleagues—These dilemmas involve problems that arise during the course of social workers' relationships with one another and with other professionals. In general, these dilemmas concern the extent of social workers' obligation to report incompetence or wrongdoing of professional colleagues, and the use of deception among colleagues. (Reamer, 1983:33)

Examples of how these issues create dilemmas in the schools are: Does a school social worker answer a parent honestly when asked about an incompetent teacher? Does a school social worker report a colleague who is working for the schools and is treating families of students in his private practice? Does a school social worker label a student learning disabled when she or he knows the teacher for that program is not competent?

"Decision making in social work practice occurs within a value context. The NASW Code of Ethics, "offers general principles to guide conduct . . . ." (Loewenberg, 1985:103) The code is based on the fundamental values of the social work profession which include the work, dignity, and uniqueness of all persons as well as their rights and opportunities. It also is based on the nature of social work, which fosters conditions that promote these values. (Preamble to NASW Code of Ethics)

The code is not a sufficient guide for the daily decisions school social workers must make. Independent principles in the code may at time conflict with each other. One of a social worker's values may conflict with another personal value. Organizational regulations may conflict with professional principles. There are no magic formulas for making difficult ethical decisions, but there are some guidelines for assisting social workers to make more thoughtful decisions that take into account all of the people involved and avoid unintended consequences.

Decision-Making Model

(Lowenberg, 1985: 104,105)

1. Identify the problem, the persons, and institution involved, and the factors that contribute to the maintenance of the problem.
2. Clarify the societal values, student values, and personal values that operate in this situation.
3. Establish goals or objectives that will resolve the situation.
4. Identify alternate targets and strategies of intervention.
5. Assess and weigh the possible outcomes of each option in terms of goal achievement.
6. Identify and rank the ethical principles involved in each option.
7. Select the most appropriate option, making use of relevant decision guides.
8. Implement the option selected, monitor its implementation, and make corrections where indicated.
9. Evaluate the results of the decision and of the subsequent intervention activities.

Personal Values and Societal Values

Decisions are based on values. Without a clear and thorough understanding of his or her most dearly held values, the origin of these values, and the reason they are important, social workers do not have a solid foundation for thoughtful decision making. Ambiguous values or a lack of specificity about what is truly most important can at times lead to poor choices.

"Societal values usually, but not always, provide guidelines for professional ethical behavior . . . . To the extent that ethical behavior in general reflects what society values, a social worker must have accurate knowledge of the current societal value stance. 'Knowing' does not mean that a social worker must follow these values blindly, but she must take them into consideration when assessing a problem situation and when making her decisions." (Loewenberg, 1985:106, 105) In the school setting, a social worker must know the values of the local community and those of racial and ethnic groups in the community.

Ranking Ethical Principles

(Lowenberg, 1985: 114)

The following is a guide for ranking ethical principals and ethical obligations. The first professional obligation is the strongest and takes precedence over all subsequent obligations.

1. A social worker should make professional decisions that guarantee the basic survival needs of individuals and/or of society. The protection of human life, whether the life of a client or of someone else, takes precedence over every other obligation. The means for protecting human life includes health services, food, shelter, income, and so on as appropriate in each situation.
2. A social worker should make practical decisions that foster a person's autonomy, independence, and freedom. Freedom, though highly important, does not override the right to life or survival of the client or of anyone else. A person does not have the right to decide to harm himself or herself or anyone else on the ground that the right to make such a decision is her or his autonomous right. When a person is about to make such a decision, the social worker is obligated to intervene, since Obligation 1 takes precedence.
3. A social worker should make practical decisions that foster equality of opportunity and equality of access for all people.
4. A social worker should make practical decisions that strengthen every person's right to privacy. Keeping confidential information inviolate is a direct derivative of this obligation.
5. A social worker should make practical decisions that permit him/her to speak the truth and to fully disclose all relevant information.
6. A social worker should make practical decisions that are in accord with the rules and regulations that he/she has voluntarily accepted.

Professional Consultation

The schools are secondary settings and school social workers often find themselves professionally isolated. Social workers in the schools need to reach out to social workers in other schools, in other school districts, and to the community to discuss issues in ethical decision making. National and state professional associations also can be a vehicle for social workers to review decisions with colleagues and to obtain additional information and training. School teams, although composed of colleagues in different professions, often make the daily practice decisions in a school. These teams can be valuable for reflecting on the various aspects of an ethical decision and for providing peer consultation.

Data Bank

Many ethical decisions need to be made in a short period of time and in a schedule generally filled with tasks which need to be done. It is helpful for social workers to have some knowledge of what other workers have done in similar situations. School social workers can create "a data bank on ethical decision making and the creation of a case literature to encourage the development of systematic knowledge" (Lowenberg, 1985: 119). As workers accumulate information from the literature and from the experience of colleagues, this will help practitioners to make decisions that reflect who is affected and what the consequences are of this decision.

Legal Responsibilities of School Social Workers

Mandatory Reporting

Abused or Neglected Children (WI s. 48.981). Wisconsin statute 48.981 requires that school social workers report immediately if they have reasonable cause to suspect that a child seen in the course of professional duties has been abused or neglected or if they have reason to believe that such a child has been threatened with abuse or neglect and that abuse or neglect will occur. Reports must be made to the county social service agency, the sheriff, or the city police department. The person reporting may request an immediate investigation by the sheriff or police department if they have reason to suspect that a child's health or safety is in immediate danger.

When a report is made to the police and/or social services regarding child abuse and neglect, no additional copies of any written reports may be made by any school personnel. Likewise, such written reports must not be included in either the academic or behavioral record of the child.

The statute extends immunity from civil or criminal liability to any person or institution par-

ticipating in good faith in the making of a report of child abuse or neglect and presumes the good faith of any person reporting. Every school district should have policies and procedures regarding the reporting of child abuse.

School social workers should make the student aware that they are required by law to report any abuse. Social workers also should make sure that teachers are aware of their responsibilities for mandatory reporting.

Child Sexual Assault (WI s. 940.225). Please refer to the DPI publication *Child Sexcual Assault and Abuse: A Resource and Planning Guide* for sample policy.

The sexual assault law as it currently stands has posed problems in school social work practice. The social worker must report child sexual abuse when a student under age 16 mentions engaging in non-forced sexual activity with peers. This can be particularly problematic when such sexual activity has resulted in pregnancy. In this case should the teen wish to seek an abortion without her parents' consent (legally an option), the mandate to report effectively functions as a "squeal rule."

Confidentiality

Legal requirements of confidentiality impinge upon a number of areas in which school social workers function. Wisconsin statues and federal laws address social workers' behavior with regard to the reporting of child abuse and neglect, the disclosure of information from alcohol or other drug abuse counseling, and the sharing of information regarding adjudicated delinquents, and the handling of pupil records.

Privileged Communications in Alcohol or Drug Abuse Counseling (WI s. 118.126). A school social worker who engages in alcohol or other drug abuse program activities must keep confidential information received from a student about himself or another student concerning their use of alcohol or drugs or their problems resulting from the use of alcohol or other drugs. This information may not be disclosed in any form, written or oral. In certain exceptional circumstances, the school social worker may release information:

1. If the student using or experiencing problems resulting from the use of alcohol or other drugs *consents in writing* to disclosure of the information;
2. If the social worker has reason to believe that there is serious and imminent *danger* to the health, safety, or life of any person and that disclosure of the information to another person will alleviate the serious and imminent danger. In such a case, the law requires that no more information than is required to "alleviate the serious and imminent danger" may be disclosed.
3. If the information is *required to be reported* under the child abuse and neglect law, s. 48.981.

The privileged communications law provides for immunity from civil liability for school social workers who in *good faith* either disclose or fail to disclose such information. This immunity allows social workers leeway in deciding what might constitute "serious and imminent danger" in cases where child abuse and neglect are not an issue.

Adjudicated Delinquents (WI s. 48.396(7)). When a student is adjudged delinquent, the court clerk notifies the school board of the student's school district of that fact, unless the student's parents request in writing that that information not be given to the school board. Other information from the student's court records may be disclosed by the school board only to employees of the school district who have been determined by the school board to have legitimate educational interests in the information.

Consequently, school social workers should not share this information with other school personnel. Conflicts arise for the social worker when such information, combined with the student's behavior, leads him or her to be concerned that the student may pose a danger to him/herself or others. Clear school policies should be developed in this area.

Maintenance of School Social Work Records (FERPA and WI s. 118.125). The Family Educational Rights and Privacy Act (FERPA) of 1974 (commonly referred to as the Buckley Amendment), has affected educational records generally and school social work records in particular. The

regulations define educational records as those that "are directly related to a student and are maintained by an educational agency or institution or by a party acting for the agency or institution." (Regulations 99.3, Buckley Amendment Regulations [34 Code of Federal Regulations, Part 99] 1980) Reports prepared by school social workers are considered educational records and are subject to the provisions of this legislation.

FERPA requires appropriate maintenance of and control access to school social work records. Its provisions also relate as well to the classification, confidentiality, review, and destruction of such records. The school district must limit access to these records to only those employees who have a legitimate educational interest. All other persons may gain access only with the specific written consent of the parent(s) or of the guardian(s) or of the student if of majority age. Recipients of student records should be cautioned that student information may not be released to third parties without this written consent. FERPA provides for exceptions to the general requirement that consent be obtained prior to the release of records. These exceptions include such situations as a judicial order for release of records and monitoring or review by state or federal education officials or accrediting agencies.

Parents may request to see the student's behavioral record in the presence of a person qualified to explain and interpret the records. Should the parent, legal guardian, or student of majority age believe that information in the behavioral record is inaccurate, misleading, or in violation of the privacy or other rights of the student, such person has the right to a hearing to challenge the validity of the content of the record. Should the results of the hearing support the challenge, the school district must amend the record accordingly and so inform the concerned parties.

If the hearing results do not support the challenge, the district must inform the parents of the right to place in the record a statement of their reasons for disagreeing with the decision. This statement then becomes a part of the student's permanent record. In addition, the parents retain the right to appeal the decision.

The term "educational record" according to FERPA and Wisconsin s. 118.125(1)(d) does not include the personal notes of teachers and other professionals working with a student. Thus, observation and interview notes (raw data) which are in the sole possession of the school social worker and are not accessible to or shared with any individual may be classified as "working" or "personal" notes. As such, they are the sole property of the school social worker and are not considered an educational record. They may not be shared or copied without the permission of the school social worker and, as a rule, should not be kept as part of student files.

Social work records should be reviewed periodically. When it has been determined that the collected information is no longer essential to the educational program of the student, the record should be destroyed in accordance with the requirements of the law, regulation, and school district policy. The parents should be informed of this intent so that they have an opportunity to request a copy before the records are destroyed.

Report Writing and Record Keeping

Reports

The M-Team process requires that school social workers assigned as members of the M-Team per PI 11.04, prepare detailed reports documenting children's disabilities. While there is no standard report form, the inclusion of certain items of information is essential. Information (such as the items listed below) should be included in the report's heading:

- name of student,
- date of birth,
- current age,
- school,
- grade,
- teacher,
- address,
- phone,
- name(s) of parent(s),
- parents' marital status,
- siblings' names and ages,
- name of social worker,
- social worker signature,
- date of report, and
- sources of information.

In *School Social Work Guidelines*, Adams states "School social work reports should be written so as to relate educational relevant findings and recommendations only. Highly sensitive details should not be included. Such findings can and must be written in a manner that describes the situation without revealing information that

should remain confidential between the client and the worker. Honesty in practice precludes the possibility that parents will be surprised by details in the written record. The school social worker's findings should be shared with the parents and student so that any written record will merely reflect previously shared information." (Adams, 1985)

Different data is important for different cases. It is recommended that the social worker prepare hypotheses before collecting data and choose a reporting format that best presents the information collected; any one of a variety of report formats may be appropriate. In all cases, data should be presented factually and attributed to a source. Opinions should be presented separately and explicitly labeled as such.

Format A
1. Reason for referral
2. Action; observations, home visits, interviews
3. Developmental and Family History
4. School History
5. Conclusion

Format B
1. Reason for referral
2. Social/Developmental History
3. Recommendations

Format C
1. Reason for referral
2. Definition of problem
   a. Student
   b. Parent
   c. Teacher
3. History
   a. Developmental
   b. Health
   c. Educational
4. Family situation
5. Agency involvement
6. Description of student
7. Adaptive information
8. Impressions
9. Recommendations

Other topics that may be relevant and important to a report include
- the expectations of the various adults in the student's life regarding his/her learning and behavior;
- the student's performance/behavior in different environments; and
- the parents' expectation of school and the school's expectations of the parent.

Records

Student records, as defined in s.118.125 in Wisconsin Statutes, are divided into academic (or progress) and behavioral records. Academic records include grades, a statement of courses taken, the attendance record, and records of the pupil's school-based extracurricular activities. Behavioral records include psychological tests, personality evaluations, records of conversation, any written statement relating specifically to an individual student's behavior, tests relating specifically to achievement or measurement of ability, the student's physical health records, other than immunization records, and any other records that are not progress reports.

"Written reports and records are essential components of school social work practice, both for case management and for accountability. Case records have longitudinal value. When salient points of a student's history are on record, future service providers may have access to the student's historical development as well as his or her current level of functioning." (Adams, 1985) A social work assessment, social history, or other social work report for a multidisciplinary team assessment is the most common type of report that a school social worker might include in a student's behavioral records.

Progress notes may be an effective form of record keeping for non-EEN referrals. Such notes briefly document
- the present problem,
- the intervention, and
- the outcome.

and are included in the student's behaviorial file so that other school professionals can be aware of the application and consequences of a given intervention with the student. The use of progress notes is particularly recommended with elementary students, who may not be able to explain thoroughly previous interactions with school professionals.

Records for Professional Accountability

The state Department of Public Instruction (DPI) requires that school social workers file annual plans of service at the beginning of each year

detailing ongoing and new programs. The DPI also requires an annual accounting of how each school social worker allocates his/her time. While some school districts may also have some system for collecting this data, all social workers should be aware of the categories in the DPI system so that they may collect the data with which to file their report. S. 115.84 of the Wisconsin Statutes is an excellent source.

Parental Notification and Permission

In which situations should a school social worker seek parents' permission or notify parents that she or he is working with their children?

In this area the state regulates only the EEN process, in which it requires written parental permission. The level of required notification in other situations varies by school district. In some instances, districts may require school social workers to notify parents and seek their permission in virtually all situations in which they have contact with students; in others, a district may suggest that the school social workers begin the school year by notifying all parents with a generic flyer about the types of services she or he will be providing all students during the year.

The criteria involved in determining the appropriateness of notifying parents or seeking parent permission include the age of the student, the referral status of the student, and the type of involvement with the student.

The age of the student: The parents of elementary age children should be kept informed about a social worker's activities with their children. Older students may give informed consent. Nonetheless, depending on the situation, the social worker may also choose to notify older student's parents or to seek their permission.

Referral status: In cases where a student refers himself for brief counseling, it may not be necessary to notify parents. With referred students, permission of younger students' parents should be sought, while older students may be able to give informed consent in short-term contact situations (such as a single interview). Parental notification is recommended for longer-term contact.

Type of involvement: When it is up to a social worker's discretion, she or he may opt not to contact parents when involved with students in less individualized settings, such as presenting curriculum or observing a child in the classroom. As settings become more individualized, through small groups to individual counseling, parental notification for older students and permission for younger students is increasingly recommended.

The reporting of suspected child abuse or neglect is a special case in terms of parental notification. The school social worker usually does not notify parents of a report if parents are the suspected perpetrators. In such cases, parents are notified by the Department of Social Services.

Getting Started

School social workers understand that it takes at least a year to obtain a holistic view of their primary work environments—their assigned schools, district, and community. Over time, community relationships develop, usually around problem areas such as child abuse, truancy, AODA, etc. Specific interventions will vary from district to district and from problem to problem. Lamont and Welsh (1980) have developed an outline of the basic steps for beginning to design social work services in a school.

Steps in Designing School Social Work Services

A. Entry-level Tasks
   1. Developing a relationship of trust with school personnel and students
   2. Obtaining formal and informal sanction for social work services

B. Data Gathering
   1. Acquiring a working knowledge of the philosophy of education as practiced by the school district
   2. Acquiring a working knowledge of current federal and state laws regarding education and children
   3. Assessing community needs and resources
   4. Assessing the needs and resources of the individual school
   5. Analyzing the relationship between school and community
   6. Knowing skills and abilities

C. Negotiating a Plan of Work
   1. Developing priorities for social work service in partnership with administrators

2. Developing priorities for social work service in conjunction with members of the pupil service team
3. Developing priorities for social work service into a plan of service that matches needs with resources; tailoring objectives and intervention plan to meet unique needs of each school
4. Reviewing the plan of work for the year with the responsible administrator and negotiating a mutually acceptable version

D. Evaluation and Feedback
1. Reporting progress on implementation of each annual plan to administrator(s)
2. Evaluating plan at end of year and noting accomplishments; providing a report for administrator(s)
3. Developing a new plan annually

References

Adams, V. A. ed. *School Social Work Guidelines.* Hartford: Connecticut State Department of Education, 1985.

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Lowenberg, Frank, and Dolgaff, Ralph. *Ethical Decisions for Social Work Practice.* Itasca, IL: F.E. Peacock Publishers, Inc., 1985.

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Reamer, Fredric G. "Ethical Dilemmas in Social Work Practice," *Social Work*, 28.1 (January 1983), pp. 32-33.

Wisconsin Statutes: 48.981, 48.396, 118.125, 118.126, 940.225.

Appendixes 12

A. Wisconsin Administrative Code

B. Professional Resources

C. Assessment Tools

D. NASW Standards for Social Work Services in Schools

E. Bibliography

Wisconsin Administrative Code

PI 3.54 School social worker - 50. A regular license may be issued to an applicant who has obtained the institutional endorsement and has completed or possesses all of the following:

(1) A master's degree in social work.

(2) Competencies in all of the following areas:

(a) Family management.

(b) Group dynamics.

(c) Human growth and development.

(d) Organizational theory.

(e) Program planning and coordination.

(f) Research.

(g) Special populations, such as handicapped, aged, delinquent youth and poverty groups.

(h) Systems analysis.

(i) Various treatment modalities, such as behavior modification, transactional analysis and reality therapy.

(3) At least 18 semester credits of professional education or its equivalent is required. At least 6 of these semester credits shall be in professional education. Graduate and undergraduate credits obtained in social work, psychology, or sociology which the University School of Education will accept as equivalent to professional education credits, will be accepted toward completion of the 18 semester credit education requirement.

(4) At least 2 years of social work experience dealing with children and youth is required. One year of this experience shall be completed at the elementary, middle or secondary level in a school, or in an agency whose major responsibility is to serve children and youth and whose program is recognized by the institution. Social work experience under this subsection, at a rate of not less than one year of social work experience for each 4 semester credits, may be substituted for not more than 8 semester credits in professional education required under sub. (3).

PI 4.75 School social work: specific rules. A professional education program leading to licensure in school social work shall meet the following standards:

(1) The program shall require study of the role and function of school social workers, including relationships with other professional school personnel and with community resources.

(2) The program shall require study of social work skills with individuals, families, and groups; of counseling and consultation; of community organizations and social agencies; and of competencies basic to the profession of social work.

(3) The program shall require study of the breadth of child welfare laws and their impact on and interaction among family, school and community.

(4) The program shall require study of principles and theories of child growth and development and the social environment in schools.

(5) The program shall require study of the effects of social forces and cultural changes on learning and human behavior.

(6) The program shall require study of methods of systematic gathering of data for the purpose of assessing the child in social environs including the family, the school, and the community and of the methods of making inferences from that data for the proposes of planning and conducting intervention strategies.

(7) The program shall require study and experience to develop the ability to communicate and cooperate with the home, school, and various community agencies regarding pupils' school attendance, school adjustment, and school achievement.

(8) The program shall require study of the conduct and interpretation of research addressing school, family, community, and pupil problems as dealt with by school social workers.

(9) The program shall require study of the methods of developing performance objectives for school social work services and of the methods of measuring the outcomes of these objectives.

(10) The program shall require a university or college supervised practicum of a minimum of 1000 clock hours working directly with children and youth; at least 250 clock hours shall be working directly in schools at the elementary, middle, or secondary level.

History: Cr. Register, February 1987. No. 374, eff. 3-1-87; am. (intro.) and (10), Register, April 1988, No. 388, eff. 5-1-88.

PI 4.71 Pupil Services programs: common rules. All professional education programs leading to licensure in pupil services shall meet the following standards:

(1) The program shall require study of the organization, administration, and operation of public schools in Wisconsin, including curriculum development, instructional methods and related laws.

(2) The program shall require study of pupil services and programs including the organization, development, management and content of such programs within educational settings.

(3) The program shall require study of community support systems providing assistance to and interacting with pupils, parents, and school such as juvenile justice, public health, mental health, social services, and adult education, and employers.

(4) The program shall require study of federal and state laws and programs designed to assist schools in working with various pupil populations needing special assistance or attending or in addressing other educational priorities including children at risk programs, education for employment, programs for gifted and talented, Wisconsin educational opportunities program, vocational education, Wisconsin youth initiatives program, migrant education, school age parents programs, suicide prevention, alcohol and drug abuse, child abuse and sexual assault, human growth and development, handicapped children, and nondiscrimination issues.

History: Cr. Register, February 1987. No. 374, eff. 3-1-87; am. (intro.) and (1), Register, April 1988, No. 388, eff. 5-1-88.
Wisconsin Administrative Code

PI 11.17 School social work services (1) CONTRACTING. School districts may utilize the services of certified school social workers through a variety of administrative arrangements. See PI 11.16(1).

(2) ANNUAL PLAN OF SCHOOL SOCIAL WORK SERVICES. Annually, on or before February 1, preceding the beginning of the fiscal year (July 1 - June 30) during which the plan is to take effect, each school district, combination of districts under s. 66.30, Stats., agreement, CESA, or CHCEB shall submit to the department (division for instructional services) an annual plan of school social work services for the district. However, only those portions of the plan which represent changes or modifications of previously approved annual plans of the district need be submitted annually.

(a) the annual plan shall contain a narrative portion which describes all school social work services provided by the employing agency.

(b) The annual plan of school social work services shall include form PI-IS-2, school social worker's plan and report, completed by each school social work services staff member and form PI-IS-61, the financial plan and claim form. If staff members or their assignments are unknown by the February 1 filing date, the form PI-IS-2 may be submitted when the staff member and the assignment are known, but not later than September 15 of the fiscal year. Accounting is by the fiscal year; estimated approved costs to be paid from July 1 to the following June 30 shall be reported on form PI-IS-61. CESA, CHCEB, and s. 66.30, Stats., employed school social workers serving more than one district, shall complete a separate form PI-IS-2 for each district served. CESAs, pursuant to s. 116.08 (4), Stats., shall submit for approval all contracts involving school social work services staff as soon as the contracts are available and before funds are paid out under them.

(c) The annual plan of school social work services shall be reviewed and approved by the department (division for instructional services) and returned to the employing agency preceding the beginning of the fiscal year.

(3) YEAR-END REPORT. By July 15, following the fiscal year, each district, combination of districts under a s. 66.30, Stats., agreement, CESA, or CHCEB, employing school social work services personnel shall submit a year-end report, including the claim for reimbursement of approved costs. Claims postmarked after August 15 shall not be honored, unless exceptions are approved by the state superintendent. Form PI-IS-61 shall be signed by the district (CESA, CHCEB) administrator after having verified the accuracy of the statements on both forms. A form PI-IS-12 shall be submitted for each approved school social work services staff member for each district served attesting to the individual staff member's services provided to or on behalf of exceptional and nonexceptional children. In addition, an evaluation of the services by the agency's designated administrator in terms of progress toward the goals established for these staff members shall be included in the year-end report. Such year-end reports are subject to audit by the state department of public instruction.

(4) REIMBURSEMENT OF APPROVED COSTS FOR SCHOOL SOCIAL WORK SERVICES.

(a) The reimbursement of school social work services personnel under this chapter is contingent under the department's approval of:

1. Annual plan of school social work services, including forms PI-IS-61 and PI-IS-12 and section 66.30 agreements (see PI 11.17 (2)).
2. Approved costs (see PI 11.17 (5)).
3. Approved personnel (see PI 11.17 (6)).
4. Approved services (see PI 11.17 (7)(9)).
5. Year-end report (see PI 11.17 (3)).
6. Submission of other reports, including evidence of compliance with other rules and regulations pursuant to federal and state statutes, as required by the department (division for instructional services).

(b) The rate of state aid reimbursement for each school social worker under this program shall be in conformity with applicable legislative and budgetary mandates contained in this s. 115.88 (1)(b), Stats. The amount of state aids under this program is computed on the basis of the year-end report.

(c) If the employing agency applies for funding for school social workers under any other federal or state funding program, it should also file a plan under this program. Combined federal and state funds may not exceed the approved costs for these services. All sources of funding for these services shall be noted in the annual plan and year-end report.

(d) Part-time school social workers are eligible for reimbursement under this program if they are under contract to the district, CESA, or CHCEB on at least a one-half time basis during the period of their contract, unless exceptions are submitted for consideration and approval by the state superintendent.

(e) One full-time school social worker or equivalent may be funded under this program for each 1,500 pupils served by the school district. Smaller districts may be funded on a pro rata basis County handicapped children's education boards, cooperative educational service agencies, and combinations of local school districts meeting the pupil population requirements of this paragraph are eligible to participate. School social workers may provide services to or on behalf of children with actual or potential exceptional education needs and other children from pre-school to age 21.

(5) APPROVED COSTS. All approved costs shall be included on form PI-IS-61 in the annual plan (estimated costs) and in the year-end claim (actual costs) for reimbursement, against which the appropriate reimbursement rate shall be applied: Approved costs consist of the social worker's salary and board approved fringe benefits, which may include insurance, retirement, and social security costs.

(6) APPROVED PERSONNEL. The reimbursed school social worker shall hold a current Wisconsin certificate as a school social worker (see PI 3.20 (1)). Only certified school social workers who serve as school social workers, directors or supervisors of pupil services or school social work services shall be eligible for state aids under subch. V of ch. 115, Stats., unless exceptions are approved in advance by the department.

(7) APPROVED SERVICES. Approved services by school work services personnel are those approved by the state superintendent.

(8) EVALUATION. Evaluation of an inservice for school social workers shall be provided by the employing agency.

(9) ROLE OF THE SCHOOL SOCIAL WORKER. The role of the school social worker shall be to provide for the adaptive, social-emotional, behavioral, personal, family and community liaison needs of exceptional education children and other children.

(a) *Specific responsibilities.* Among the job services for which a state funded school social worker providing EEN services under (9) is responsible are the following:

1. Provide individual evaluations based on adaptive behaviors (including administering adaptive behavior scales), socio-cultural adjustments, and family background as part of the multidisciplinary team when indicated.
2. Assist in the smooth transition of exceptional educational needs children as they pass from special education to regular education and vice versa.
3. As required to meet student needs, coordinate school and community services such as those provided by headstart, day care centers, work-orientation centers, county welfare agencies, family service agencies, community action programs and other human services organizations.
4. Collaborate with other professionals in classroom management with specific regard to aspects of the curriculum concerned with social and emotional developments, family cooperation,

and adaptive behaviors as they relate to cultural background and experiences and linguistic variables.

5. Coordinate (recruit, evaluate, and supervise) boarding home programs for children with exceptional educational needs, and carry out any other responsibilities as may be outlined in the Policy and Procedure Manual, Boarding Home Program, Division for Handicapped Children.

6. Provide supportive services (interpretation and clarification) to families in facilitating their understanding of the broad ranges of educational, professional and technical language as it is utilized in service definitions, program titles and diagnostic statements.

7. Inservice to school personnel and parents as it relates to any and all procedures relevant to children with exceptional educational needs.

8. Research, develop and evaluate school social work programs relating to children with exceptional educational needs.

9. Other service and program obligations consistent with state and federal laws, rules, and regulations.

(10) PROGRAM ADMINISTRATION. Further questions regarding this program as well as annual plans and claims shall be directed to: Supervisor-School Social Work Services, Department of Public Instruction.

Appendix B

Professional Resources

Organizations and Publications

Illinois Association of School Social Workers
P.O. Box 2072
Northlake, IL 61064

Midwest School Social Work Council
682 Kenneth Street
St. Paul, MN. 55116

National Association of Social Workers
7981 Eastern Avenue
Silver Spring, MD 20910
Social Work in Education

National Council of State Consultants for School Social Work Services
6867 Northwest 54 Court
Johnston, IA 50131

Wisconsin School Social Workers Association
701 S. Jackson Street
Green Bay, WI. 54301
WSSWA Newsletter

Resources

Acquired Immune Deficiency Syndrome (AIDS)

Wisconsin Aids/HIV Program
Department of Health and Social Services
Division of Health
P.O. Box 309
Madison, WI 53701-0309

Aids Resource Center of Wisconsin, Inc.
P.O. Box 93505
Milwaukee, WI 53202
(Library/Resource Center)

Alcohol and Other Drug Abuse (AODA)

Alcoholics Anonymous
6400 Monona Drive
Madison, WI 53716
(608) 222-8989

Al-Anon Family Group Headquarters, Inc.
862 Midtown Station
New York, NY 10018
(212) 302-7240

Children of Alcoholics Foundation, Inc.
200 Park Avenue, 31st Floor
New York, NY 10166
(212) 351-2680

National Association for Children of Alcoholics
31582 Coast Highway, Suite B
South Laguna, CA 92677
(714) 499-3889

National Clearinghouse on Alcohol Information
Box 2345
Rockville, MD 20852
(301) 468-2600

National Council on Alcoholism
12 West 21st Street
New York, NY 10010
(212) 206-6770

Wisconsin Association on Alcohol and Other Drug Abuse
2801 West Beltline Highway, Suite 235
Middleton, WI 53562
(608) 273-8616

Child Abuse

National Committee for the Prevention and Treatment of Child Abuse and Neglect
332 South Michigan Avenue, Suite 1600
Chicago, IL 60604

Parents Anonymous—National Office
6733 South Sepulveda Boulevard, #270
Los Angeles, CA 90045
(800) 421-0353

Wisconsin Coalition Against Sexual Assault
1051 Williamson Street
Madison, WI 53703
(608) 257-1516

Wisconsin Committee for the Prevention and Treatment of Child Abuse and Neglect
214 N. Hamilton St.
Madison, WI 53703
(608) 256-3374
**This is the state office for Parents Anonymous, which meets in 25 communities throughout Wisconsin.

Training and Consultation

Office for Children, Youth and Families
Division of Community Services
Department of Health and Social Services
1 West Wilson Street
Madison, WI 53702
(608) 266-3435

Children's Trust Fund
Child Abuse Prevention Board
110 East Main Street, Room 614
Madison, WI 53703
(608) 266-6871

Children and Families

Alliance for the Mentally Ill (AMI) of Wisconsin
1245 East Washington Avenue
Madison, WI 53703
(608) 257-5888

Children's Defense Fund
122 C St. N.W.
Washington, DC 20001

StepFamily Association of America, Inc.
602 East Joppa Road
Baltimore, MD 21204
(301) 823-7570

Wisconsin Alliance for Children with Emotional or Behavioral Disorders
101 East Mifflin Street, Suite 209
Madison, WI 53703
(608) 255-1675

Wisconsin Coalition Against Domestic Violence
1051 Williamson Street
Madison, WI 53703
(608) 255-0539

Wisconsin Family Ties
16 North Carroll Street, Suite 410
Madison, WI 53703
(608) 255-1695

The Exceptional Child

American Academy on Mental Retardation
Department of Psychiatry
University of Nebraska Medical Center
42nd and Dewey Avenue
Omaha, NE 68105

National Association for Retarded Citizens
P.O. Box 6109
Arlington, TX 76005

American Association for the Education of Severely and Profoundly Handicapped
7010 Roosevelt Way, N.E.
Seattle, WA 98115

Association for Children and Adults with Learning Disabilities
4156 Library Road
Pittsburg, PA 15236

Orton Dyslexia Society
724 York Road
Baltimore, MD 21204

Council for Children with Behavioral Disorders
1920 Association Drive
Reston, VA 22091

Council for Exceptional Children
Division for Children with Learning Disabilities
Division for Early Childhood
Division for the Physically Handicapped
Division on Mental Retardation
1920 Association Drive
Reston, VA 22091
(703) 620-3660

Gifted and Talented

Gifted Child Society
190 Rock RoadGlen
Rock, NJ 07452

National Association for the Gifted
4175 Lovell Rd., Suite 140
Circle Pines, MN. 55014

Wisconsin Council for the Gifted and Talented
3621 West Alierton Avenue
Greenfield, WI 53221

Human Growth and Development

CESA 1
2930 South Root River Parkway
P.O. Box 27529
West Allis, WI 53227
(414) 546-3000

CESA 2
430 East High Street
Milton, WI 53563
(608) 755-2311

CESA 3
Route 1, Industrial Drive
P.O. Box 5A
Fennimore, WI 53809-9702
(608) 785-9364

CESA 4
LaCrosse County Courthouse
LaCrosse, WI 54601-3227
(608) 785-9364

CESA 5
626 East Slifer Street
P.O. Box 564
Portage, WI 53901
(608) 742-8811

CESA 6
2300 Ripon Road
P.O. Box 2568
Oshkosh, WI 54903
(414) 233-2372

CESA 7
2280A South Broadway
Green Bay, WI 54304
(414) 448-5355

CESA 8
204 East Main Street
Gillett, WI 54124
(414) 855-2114

CESA 9
328 North Fourth Street
P.O. Box 449
Tomahawk, WI 54487
(715) 453-2141

CESA 10
725 West Park Avenue
Chippewa Falls, WI 54729
(715) 723-0341

CESA 11
P.O. Box 728
Cumberland, WI 54829
(715) 822-4711

CESA 12
301 13th Avenue East
Ashland, WI 54806
(715) 682-2363

Planned Parenthood of Wisconsin
744 North Fourth Street
Milwaukee, WI 53203
(414) 271-8045
(There are seven regional offices throughout Wisconsin.)

Adolescent Pregnancy Prevention Services Board
16 North Carroll Street, Suite 720
Madison, WI 53702
(608) 267-2080

Wisconsin Women's Council Choices Initiative
Department of Health and Social Services
Bureau for Children, Youth and Families
P.O. Box 7851
Madison, WI 53707
(608) 267-3712

Adolescent Pregnancy Prevention
Department of Health and Social Services
Bureau for Children, Youth and Families
P.O. Box 7851
Madison, WI 53707
(608) 267-3712

Human Growth and Development Grant Program
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707
(608) 267-3725

Maternal and Child Health Block Grants
Wisconsin Division of Health
One West Wilson Street
P.O. Box 309
Madison, WI 53701
(608) 266-6988

Local Resources Which Differ Among Communities

Urban League
NAACP
Other local organizations for minorities (such as, Centro Hispano)
Community Action Commission
Community Coordinated Child Care
County committees on:
- Suicide prevention
- AODA
- teen pregnancy prevention
- parenting
- youth

Alliance for Children with Emotional/Behavioral Disorders (support group for children with Attention Deficit Disorder (ADD) and their families)
Farm crisis support groups
Rape crisis centers
Shelters for battered women
Sexual abuse support organizations
Local mental health centers
Big Brothers/Big Sisters
ARC—Association for Retarded Citizens

Please contact the telephone book, directory assistance, or the Wisconsin Department of Public Instruction for help in contacting these organizations.

Appendix C

Assessment Tools

Interviewing is an essential assessment tool. Questionnaires and rating scales can complement the interview by systematically gathering information that may otherwise be missed.

Behavior Scales

There are many behavior rating scales that are essential informal tools and can help parents or students gather data about a specific behavior or pattern of behaviors. These scales provide a more structured way to collect data than the informal interview and also can promote the data collector's awareness of the situation of concern. While these tools may yield helpful data, the results are inconclusive because the tools are neither reliable nor valid. More formal, standardized instruments are necessary if careful conclusions are to be drawn from the outcomes.

One such instrument is the Achenbach Child Behavior Checklist, a nationally standardized measure of children's behavioral problems and social competencies. Broken down into subscales of internalizing and externalizing child behaviors, this scale categorizes and evaluates the intensity of a range of child behaviors. The Achenbach, which can be used with children aged four to 16, is comprised of four forms: the Child Behavior Checklist, rated by a parent or parent surrogate; the Teacher's Report Form; the Direct Observation Form, rated by a trained observer; and the Youth Self-Report, usable by children with a mental age of at least ten. The forms may be used individually or together to gain multiple perspectives. Except for the Direct Observation Form, the administration and scoring of these checklists do not require special skills or training. Interpretation of the results, however, requires greater familiarity with the instrument, and with assessment methods in general.

Adaptive Behavior Scales

Adaptive behavior scales are highly formalized and comprehensive measures of an individual's personal and social performance. Consequently, they are well suited for the evaluation and diagnosis of the mentally retarded. They also are recommended for use with individuals with other handicaps in order to determine levels of adaptive behavior and the extent to which handicaps affect daily performance. The two scales discussed in this section are included because of their reliability and validity (for specifics, see chart below).

The two forms of the Vineland Adaptive Behavior Scales, the Survey Form, and the Expanded Form, are semi-structured interviews with a parent or caregiver. The Survey Form is comprised of 297 items; interviews last between 20 and 60 minutes. It yields a general assessment of adaptive behavior, useful for determining areas of strength and weakness. The Expanded Form is comprised of 577 items; the interviews last between 60 and 90 minutes. With its greater capacity for gathering information, the Expanded yields a more comprehensive assessment of adaptive behavior as well as a systematic basis for preparing individual educational and/or treatment programs.

The Scales of Independent Behavior (SIB) also comprehensively measure adaptive and problem behaviors. It has an interpretive and statistical relationship to the Woodcock-Johnson Psychoeducational Battery which allows for normative comparison of scores between the two scales. The SIB takes the form of a structured interview requiring approximately as much time as a Vineland Expanded.

In addition, there are a number of assessment and screening tools that focus specifically on preschool children. Recommended are the Minnesota Child Development Inventory/Child Development Scale and the Minnesota Infant Development Inventory.

AODA Screening Tools

There are a number of useful instruments available for screening students for alcohol and other drug abuse (AODA). The quality of such assessments, however, often depend on the expertise of the professional. Consequently, it is recommended that AODA assessments be performed only by those with a solid experiential and knowledge base of these tools of assessment.

References

Achenbach, T.M., and C. Edelbrock. *Manual for the Child Behavior Checklist and Revised Child Behavior Profile.* Burlington: Department of Psychiatry, University of Vermont, 1983.

Bruininks, R.H.; R.W. Woodcock; R.F. Weatherman; and B.K. Hill. *Development and Standardization of the Scales of Independent Behavior.* Allen, TX: DLM Teaching Resources, 1985.

Sparrow, S., D. Balla, and D. Cicchetti. Interview Edition: *Survey Form Manual* (Vineland Adaptive Behavior Scales). Circle Pines, MN: American Guidance Service, 1984.

Appendix D

NASW Standards for Social Work Services in Schools*

I. Standards for Attainment of Competence

Any set of standards for social work practice must be based on some common understanding of "competence." For purposes of this document, competence is defined as a synthesis of professional behaviors that integrates knowledge, values, and skills in the actual performance of school social work tasks and duties.

STANDARD 1: School social workers shall possess knowledge and understanding basic to social work profession and specialized knowledge and understanding of the public school system and the process of education.

Areas of required knowledge are outlined below:

A. Human behavior and social environment, including a variety of theoretical perspectives. More specifically, knowledge in this area includes an understanding of the rudiments of:
   1. psychodynamic approaches to understanding individual and group behavior, including cultural, racial, and ethnic diversity;
   2. social learning theories;
   3. biological factors affecting growth and behavior;
   4. theories of social interaction, e.g., symbolic interaction, role theory, labeling, cognitive dissonance, reference group, and others;
   5. the special needs of handicapped children.

B. The nature of systematic investigation and its essential function in the professional practice of social work. More specifically, knowledge in this area includes an understanding of:
   1. the basic characteristics of scientific investigation and the requirements of research design;
   2. the need for and use of scholarly literature and research;
   3. the concept of accountability;
   4. methods of gathering data and making inferences from data for purposes of assessment and planning of interventive actions;
   5. the nature of performance objectives and measurable outcomes and the means to assess the effects of intervention actions.

C. Methods of social work intervention. More specifically, knowledge in this area includes an understanding of:
   1. various constellations of principles that can be followed in practice, whether that practice is traditional or innovative;
   2. the basic methods of social work intervention, i.e., casework, group work, community organization, and how these can be integrated into an eclectic approach to school social work;
   3. a rational base for choice of method and techniques to obtain desired goals;
   4. the dynamic interaction of knowledge, feelings, attitudes, and behaviors between two or more people that is encompassed in the term "relationship" and the purposeful and professional aspects of social workers' use of relationship.

D. The organization and structure of the practice setting, i.e., the public school, the homes and neighborhoods of pupils, and the community. This requirement implies some comprehension of systems theory and theories of organizational functioning, an understanding of the characteristics and reciprocal influences in school-community-pupil relations, and a broad view of public policy issues and social work concerns in relation to public education. More specifically, knowledge in this area includes:
   1. an historical perspective of the purposes of public school education, attempts that have been made to reform public school education, and the characteristics of children whom the schools have been expected to serve;
   2. the nature and scope of school board authority;

*National Association of Social Workers, Inc., Silver Spring: MD, 1978, pp. 1-18. Used with permission.

3. problems and policy issues in school financing;
4. the politics of school-community relations in shaping educational policy and the effects of different types of school-community power structures;
5. basic education legislation and sociolegal issues affecting equality of educational opportunity;
6. the curriculum and approaches to teaching and learning used within the school(s) in which the social worker is employed;
7. understanding of subcultures within a school;
8. roles and areas of competence among various pupil specialists;
9. the process of professional team work, a team's core membership, changing membership, and approaches to varying problems;
10. typical and alternative organizational structures and functions; and lines of authority in schools and community.

STANDARD 2: School social workers shall attain a high degree of self-awareness, professional discipline, and self-management, characteristics that are contingent upon an acceptance of professional values and a development of professional qualities.

The required characteristics are outlined below:

1. commitment to human service for the welfare of people and a commitment to the pupils, parents, school personnel, and communities that make up the client system of social workers in schools;
2. commitment to the values and ethics of the social work profession, e.g., those pertaining to basic human rights, the worth and potential of individuals, and the validity of socially provided opportunities and enhancement of social functioning through professional services.
3. willingness to accept some degree of personal and professional risk, to act upon professional convictions that are supported by experience and mature judgement in controversies about social and professional issues, and to maintain a resilience in challenging situations;
4. recognition of change as an outstanding and constant characteristic of a profession, especially the profession of social work and internalized readiness to continuously scrutinize practice patterns in the light of new knowledge and client needs and to alter methods and policy to facilitate more effective service delivery.

STANDARD 3: School social workers shall acquire and extend skills that are appropriate to the needs of pupils, parents, school personnel, and community.

These skills include, but are not restricted to, the following:

1. skill in interviewing and other forms of oral and written communication with all persons in the client system;
2. skill in establishing and maintaining purposeful relationships with persons in the client system;
3. skill in systematic observation and assessment of needs and characteristics of pupils, parents, school system, neighborhood, and community, and in evaluation of the effects of the interaction of these characteristics with pupil characteristics;
4. skill in collecting appropriate information to document aspects of the biological, psychological, cultural, sociological, emotional, legal, and environmental factors that affect the learning process of school pupils;
5. skill in assessing the influences operating in school-community-parent relations and in interpreting them to persons who can help bring about appropriate change;
6. skill in determining and applying the most appropriate methods and techniques of social work intervention to enhance learning opportunities for pupils;
7. skill in advocacy in relation to the needs of an individual pupil or parent or a group of pupils or parents;
8. skill in effective collaboration with pupil service team members, including sharing knowledge and skills, carrying out assigned tasks, acting responsibly in relation to the requirement of team accountability, supporting the contributions of others, and providing team leadership in those problem situations where a particular team member's leadership ability is most appropriate;
9. skill in consultation with persons in the client system in order to clarify situations, give or receive information, monitor

progress in an intervention plan, or mediate among points of view;

10. skill in maintaining an effective liaison between pupil's homes and schools;
11. skill in effectively implementing referrals to resources within the school system or the community;
12. skill in collaborating with community agencies to solve specific problem situations or to develop new resources for pupils and their parents;
13. skill in identifying and developing resources within and outside a school system;
14. skill in coordinating the interdisciplinary efforts of various professionals who can contribute to an effective intervention;
15. skill in curriculum development in areas of social work expertise, e.g., mental health, use of relationships, use of community resources, dynamics of family life;
16. skill in recognizing areas of needed research for developing new programs;
17. skill in analyzing and influencing policy at local, state, and national levels;
18. skill in administering a work load, including the efficient determination of priorities and allocations of time for various tasks;
19. skill in the assessment of the effectiveness of one's interventions;
20. skill in collaborating with team members and the social work staff in order to (a) set appropriate performance objectives and measurable outcomes; (b) assess the actual outcomes of a service plan; and (c) interpret the effectiveness of social work services to school administrators and other appropriate persons.

II. Standards for Organization and Administration

Experience indicates that clearly stated and firmly held professional positions often bring change. Clarity and conviction about the principles and standards embodied in this document, accompanied by assertive implementation by social workers in school, can have considerable impact on the way in which school systems provide for and offer social work services.

STANDARD 4: Social work services in school shall be provided by social work staff who are employees of the school system and shall be planned and integrated within an appropriate unit of the school.

As school professional employees, social workers are in a position to establish close and effective relationships with other school personnel, to assess and influence the learning environment, and to become knowledgeable about the interaction of school, community, and pupil characteristics. In addition, as staff members of the school system they are more readily accessible to pupil specialist teams and to pupils and parents, and are perceived in the community as an integral part of the school.

STANDARD 5: Social workers in schools shall be designated as "school social workers."

"Social worker" as a job title correctly identifies that person with respect to educational background, profession, and function. Although the title "visiting teacher" is an old and respected one with its roots in the very beginning of school social work services, it no longer reflects the professional education nor the tasks of a social worker functioning in a school setting. Other titles, such as "attendance officer," "pupil personnel worker," "home and school visitor," or "home-school coordinator" also project incomplete or misleading notions of the school social worker's qualifications and functions.

STANDARD 6: A given state's Department of Education certification (approval) requirements for school social workers shall reflect a primary reliance on educational qualifications obtained in a program of social work education accredited by the Council on Social Work Education (CSWE).

It is important that certification requirements for pupil specialists rely upon requirements of practice that have been set and accepted by that specialist's particular profession. Accepting the educational qualifications of an individual coming from an educational program that has been accredited by CSWE provides reasonable assurance that professional qualifications for entry into the practice of social work have been obtained.

STANDARD 7: The administrative structure established by the school superintendent (or designee) shall show a clear line of accountability for the social worker, yet allow maximum opportunity for consultation both vertically and laterally within the school system and the community.

A clear understanding with school administrators as to their expectations for social work staff accountability, is essential to the social work function. It serves not only as a channel of accountability, but also as a means of interpreting the social work program. It is important that the table of organization does not cut off the ability of social workers to communicate freely, to seek needed information from a variety of persons in the school and community, and to propose and develop new service approaches.

STANDARD 8: The administrative structure established by the school superintendent (or designee) shall provide for professional school work supervision* of beginning school social workers and for appropriate forms of peer supervision and/or consultation for experienced social workers with demonstrated competence.

The preferred academic degree for entry into school social work is the Master of Social Work. Social workers whose highest degree is the Bachelor of Social Work (B.S.W.) and inexperienced M.S.W. social workers need and are entitled to appropriate forms of professional ongoing supervision from members of the social work profession. Special provisions are indicated for inexperienced school social workers in certain areas where one or a few such social workers serve an entire school district. School administrators will need to provide these new professionals with opportunities for direct supervision by a master's degree social worker in the community or region (perhaps in an adjoining school district) or for frequent consultation with other professional social workers in the area. State associations of school social workers often can be helpful in locating sources of supervision and consultation.

*See Standards for Social Service Manpower, NASW Policy Statement 4, 1973.

STANDARD 9: When the school social work staff includes some persons whose highest degree is Bachelor of Social Work and others who hold the Master of Social Work degree, tasks shall be assigned differentially in a manner that takes into account different levels of education and demonstrated competence.

As tasks and levels of competence become fully explicated for the two degrees in the various practice settings of social work, meeting this standard will require individualization of staff members. In arriving at differential staff assignments both B.S.W. and M.S.W. staff members shall be given the opportunity to use and extend their highest level of competence. Care must be taken that expectations and assignments do not become fixed in ways that inhibit the optimal performance of individual staff members. Social work competencies that derive from each of the practice degrees are valuable resources that must be used to their fullest.

STANDARD 10: A social worker shall conform to NASW's professional standards and code of ethics.

As integral members of the school staff, school social workers shall conform to standards that are set by the school board and administrators for all school personnel. The concern is that there be no constraints that would prevent social workers from meeting their own profession's standards. In the event that some incompatibility arises between the two sets of expectations, social workers shall conform to NASW standards in matters of professional ethics and in responsibilities of advocacy for pupils.

STANDARD 11: A school system's classification and salary schedule shall include provisions for social worker's positions and salaries at a level appropriate to their education, experience, and responsibilities. Classifications and salaries shall be formulated by procedures consistent with those of other professional school personnel.

Social workers shall be paid with an administrative salary schedule when their education, experience, and responsibilities warrant it. Procedures used in setting social work salaries must be fair and responsive to the particular level of education, experience, and responsibilities of the social work staff.

STANDARD 12: The school shall provide a work setting that permits social workers to use their competence as effectively as possible, e.g., an office with telephone, secretarial help, and adequate facilities in the schools for meeting (individually and in small groups) with pupils, parents, and school personnel.

Social workers in schools need these basic work resources in order to assure privacy and confidentiality to pupils and parents and to reach optimal effectiveness in their work.

STANDARD 13: The school system shall provide opportunities for social work staff to engage in a program of social work in-service training and staff development.

Staff development opportunities are particularly important for social workers in schools whose work situations require a considerable degree of self-regulated practice. Opportunity for staff development both within and outside the school setting can be offered in a variety of ways, including staff workshops with leaders from social work and related disciplines, a reasonable number of days off to attend meetings that offer a means of extending skills and learning new ones, and leaves for continuing education.

STANDARD 14: Social work staffing patterns and assignments shall reflect an assessment of the characteristics of the pupil population, an identification of target groups for intervention, and an appraisal of the individual social worker's level of competence and particular expertise.

A school system's population of pupils and parents may have widely varying characteristics and needs in relation to the educational process. Seldom if ever is there a sufficient number of social workers in a school system for all referrals to be served adequately. The needs of some groups of pupils must be given priority over others, and the taking on of problem situations for intervention must reflect these priorities. If compliance with this standard means that social work services will not be distributed entirely equally among all the schools in a district, social workers need to consult with school administrators to interpret the rationale for proposed staffing plans and to obtain advice and support for the distribution of personnel. Ultimately, a school social work staff must assume responsibility for defining priorities in its service-giving.

III. Standards for Professional Practice

STANDARD 15: Social workers in schools shall be members of interdisciplinary teams and as team members shall be given opportunities to extent their competence and to serve as team leaders in appropriate problem situations.

School problems that require the intervention of pupil specialists are varied and often complex, calling for a composite of disciplinary approaches and skills. Teams can devote a fuller array of expertise to problems, can speak with more authority than can a single staff members, and can more effectively intervene at a number of stress points. Different problem situations often call for different leadership styles and knowledge on the part of the team leader.

STANDARD 16: The goals, objectives, and tasks of a school social work program shall be clearly and directly related to the purposes of the school, the educational process, and the use of educational opportunities by pupils.

The tasks performed and problems addressed by social workers in schools often overlap with those of social workers in community-based agencies. Nevertheless, school social workers must avoid taking on problem situations that are most appropriate to services existing elsewhere in the community. There will, of course, be crises or pressures on pupils that are not school related and, in some of these, school social workers will find it necessary to give help until an appropriate community service can become available. But the school social work program cannot be an all-purpose children and family service or a community mental health service; and even when needed services do not exist in the community, the school social worker is best advised to collaborate with community representatives in the planning and development of new services. Problem situations most appropriate for intervention by school social workers are those related to pupils' learning opportunities, academic achievement, and social functioning, and the need for change in the interaction of school, community, and pupil characteristics.

STANDARD 17: All school social work program, new or long standing, shall be evaluated on an ongoing basis to determine their relevance, effectiveness, efficiency, and contribution to the process of public school education.

Through ongoing program evaluation the social work staff demonstrates its accountability to the school population served, the system of public school education, the public, and the standards and ethics of the social work profession.

The method used in program evaluation shall be reassessed periodically. Whenever indicated, consultation shall be sought to improve the setting of objectives related to pupil problems, the identification of appropriate tasks to be performed to meet those objectives, and the measuring of outcomes of the service.

Staff reporting forms and other forms of recordkeeping shall be reviewed periodically to be sure they are consonant with the job to be done. The social worker must establish a clear and rational basis for choice of approach, and must know to what extent that approach has been tested by research. Models of school social work practice should be developmental, not static.

STANDARD 18: The social work staff shall strive to continue to inservice training programs for teachers and other school personnel and to the education of professional social work students.

Assistance in the education of professional social work students may be provided through the supervision of students in field work experiences in the school setting and the provision of other appropriate learning experiences for social work students in relation to social work practice in schools.

School social workers should collaborate with persons responsible for teacher inservice training and school staff meetings to ensure that attention is given to the interaction among social, emotional, and environmental factors in learning problems, the characteristics and needs of target groups of pupils and their parents, the attitudes and resources of the community, and functions of the supportive services.

STANDARD 19: Social workers shall assume responsibility for their own continued learning and shall foster among themselves a readiness to adapt to change.

Social workers may extend their knowledge and skills in a variety of ways, e.g., by participating in the staff's program evaluation as well as by conscious and ongoing self-evaluation; by attending staff development seminars or workshops and professional meetings and conferences; by professional reading, including major social work journals and journals of related disciplines, books, and other relevant literature.

By deliberately cultivating within themselves the capacity to adapt to change, social workers can increase their sensitivity to new ideas and demonstrated innovations in practice.

STANDARD 20: School social workers shall organize their time, energies, and workloads in order to meet responsibilities and complete assignments with due consideration of priorities among their various responsibilities.

Since most school systems have insufficient social work staff to fully meet pupil needs, it is essential that available social workers manage their work in an efficient and effective manner.

STANDARD 21: School social workers shall keep records, including reports of accurate and meaningful statistics, as needed for the management, evaluation, and planning of the school social work program.

The utilization of records and statistics is one way for social workers to demonstrate their accountability to school administration and the community. Therefore it is necessary for social workers to quantify and analyze their activities. Moreover, a study of program statistics and activity reports can lead to revisions in school social work practice to ensure the best possible use of time.

STANDARD 22: School social workers shall be responsible for identifying individual pupils and target pupil populations in need of social work services. This identification shall come about through a process of needs

assessment that includes planned consultation with school system personnel, community representatives, and pupils and their parents.

Assessment includes a study of psychosocial factors that interfere with children's adjustment to school, and a study of the interaction of pupil characteristics with school and community conditions. More specifically, this means assessing:

1. personal characteristics, developmental health and family history, attitudes and behavior of the child who has been referred;
2. interpersonal problems within the family or peer group;
3. reports on the child's problem by teachers or other pupil specialists;
4. institutional factors that may affect children's behaviors;
5. the type of organizational structure and relationship between school board, school administration, and community;
6. group patterns of pupil achievement and adjustment at critical points of stress in the pupil life cycle;
7. existing community resources for children and young persons;
8. formal and informal school policies;
9. problems and stresses in the educational process as perceived by school system personnel, community representatives, parents, and pupils.

STANDARD 23: Social workers in schools shall develop and refine their skills in all the methods of social work intervention.

A special aspect of school social work practice is the variety of problem situations that require social work services and the necessity to avoid reliance upon only one method of of intervention. School social work competence requires versatility—a range of skills as well as depth in application of some skills.

STANDARD 24: Following a needs assessment, the school social worker shall develop and implement a plan of intervention, and when the most appropriate intervention is not available, shall be capable of developing an alternative plan based on available resources.

Given the limited resources in pupil services in many schools and the similar limitation in social services in communities, the principles of "least detrimental available alternative" and "least restrictive environment" often must be applied.

STANDARD 25: Where inadequacies in resources and services exist, the school social worker shall document these problems, call them to the attention of appropriate persons within the school system or the community, and promote appropriate action among other professionals and citizens to improve services.

Implementing this standard will require the school social worker to initiate action by a variety of activities—interviewing, seeking and providing consultation, attending conferences, committee work, preparing reports, acting as advocate, collaborating with all interested groups or persons.

STANDARD 26: School social workers shall understand the nature of consultation and shall be capable of conferring in a range of situations relating to school and community and shall be able to judge their need for consultation from appropriate sources.

Inherent in this standard is the recognition that social workers will frequently require consultation on a variety of matters ranging from the provision of direct service to an individual pupil to the planning of new programs. Examples include but are not restricted to the following:

1. conferring with school personnel regarding the interaction of pupil characteristics and school policies and practices;
2. conferring and collaborating with community representatives to identify effects of interacting school-community-pupil characteristics and to develop resources to meet needs of a child or target group;
3. conferring with school personnel about home, neighborhood, and community conditions affecting pupil welfare;
4. conferring with teachers about pupils' life situations;
5. conferring and collaborating with community agencies in the development of alternative education programs;
6. conferring with teachers about recurrent types of crises;

7. conferring and collaborating in community planning for crisis intervention services;
8. conferring and collaborating with school personnel to develop opportunities for handicapped pupils, avenues for pupils' pursuit of life goals, equality of the sexes, and respect for cultural differences.

STANDARD 27: Direct service to pupils and parents shall be provided in a way that is compatible with the culture of the child and parents and that supports and enhances parental interest in a child's school life.

Subtle yet formidable barriers can be placed in the way of pupils and parents who need and even may have been encouraged to use social services. A high degree of self-questioning and systematic scrutiny of procedures and practices is needed on the part of professionals to eliminate unintended obstacles to the use of school social work services. School social workers must increase their readiness for positive perception and reinforcement of cultural strengths in relation to children's school life.

STANDARD 28: School social work services shall be extended to pupils in ways that build on their individual strengths and that offer them maximum opportunity to participate in the planning and direction of their own learning.

Social workers in schools must resist any tendency to place children and young persons in predetermined slots or to reinforce in other ways the negative aspects of the public schools; recognized "sorting and distributing" function. Social workers should consider the individual characteristics of a child in arriving at a plan of action and also consider the capacity of even young children to tell us about themselves, to make choices, and to take on and integrate a readiness for directing their own learning.

STANDARD 29: School social workers shall keep parents of school children aware of the community's resources, and shall help pupils and parents to negotiate these as independently as possible. When in the judgment of the social worker the pupil or parent is unable to act independently, the social worker shall seek appropriate intervention on the pupil's or family's behalf.

This standard is based on the principle of helping clients function as independently and with as much self-reliance as possible. Only when persons are unable to function at this level should the social worker act on behalf of the pupil or parents. It must be kept in mind, however, that in the fragmented network of the social service system in many communities, some school parents and pupils will need direction and support in becoming "connected to" social services in the community. It is particularly appropriate to identify and confer with individuals who function as central figures in their neighborhoods in order to develop the natural helping networks that can complement the formal services of the school and community agencies.

STANDARD 30: School social workers shall be knowledgeable about sociolegal aspects of school-pupil practices and shall in a variety of situations expect to act effectively as a child's advocate.

School social workers cannot depend exclusively on their personal commitment to the rights of pupils; they also must keep informed about court decisions and sociolegal issues in the forefront of policy debate, and must extend the specific skills required for child advocacy. Examples of problem areas where extended knowledge and skills are needed include the high rate of suspensions and expulsions among minority pupils and related court-ordered procedures; the rights of parents and pupils to access and privacy in relation to pupil records; the vulnerability of certain groups of children to exclusion from school enrollment; the unsettled issue of corporal punishment and feasible alternatives to this practice; the needs of handicapped children and their right to appropriate education in the least restrictive environment.

STANDARD 31: School social workers shall help school administrators maintain an accurate perception of appropriate school work tasks and components of service.

In a era of attention to training and employment for the "human services" there is some danger that the unique and appropriate functions of any one discipline among the pupil specialists may become blurred. Examples of such risks include those that arise from social workers' assuming routine attendance enforcement duties (although irregular school attendance, absenteeism, and truancy are conditions found in many problem situations that

social workers must address) or from an expectation that school social workers will intervene in all crises in certain classrooms or school buildings. School social workers must remain clear about the overall goals, objectives, and tasks of their particular pupil speciality and successfully interpret these to school personnel so that their primary professional activities and competencies are maintained.

STANDARD 32: Social workers in schools should enroll as members of NASW and other appropriate professional organizations and be active participants.

This standard is based on the belief that social workers have a responsibility to support and serve their professional associations as a way to promote the aims and objectives of the social work profession. Membership in local, state, and national professional organizations provides and opportunity to interpret social work service in schools, enlist support in lobbying for new legislation and funding, receive a share of attention in important conferences and policy deliberations, extend one's own professional growth, participate in social action, and in other ways strengthen the human services.

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